DOCUMENT RESUME

ED 183 545 SP 015 748

TITLE	Coping With Classroom Distractions: or Please Take a Number I'll Be Right with You. Training Report.
INSTITUTION	Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
REPORT NO	IR&DT-79-7
PUB DATE	79
CONTRACT	NE-C-00-3-0108
GRANT	OB-NIE-G-78-0103; OB-NIE-G-78-0203
NOTE	145p.; Prepared through the San Diego Interactive Research and Development on Teaching Team. For related documents, see SP 015 735-736, SP 015 738, SP 015 748, SP 015 766-768.
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Coping; *Discipline; Elementary Education; Inservice Teacher Education; Program Design; Program Development; *Program Evaluation; *Student Behavior; Teacher Behavior; Teaching Models; Teaching Techniques; Trainees; *Training Techniques
IDENTIFIERS	*Disruptive Behavior

ABSTRACT

This report, final in a series of seven, describes the training model developed from a research project addressing the problem of coping with disruptive behavior in the classroom. A detailed description is given of the activities undertaken by an inservice class. A preliminary evaluation of the impact of the class upon participants is presented. There are four major sections: The evolution of the training/development design, activities occupying the ten sessions of the inservice program, and two sections evaluating the activities and implications for future replications. Samples of the instruments, materials, and data displays used in this program are appended. (JD)

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COPING WITH CLASSROOM DISTRACTIONS
or
Please take a number,
I'll be right with you

TRAINING REPORT

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Report IR&DT 79-7

IR&DT is an activity of the Far West Laboratory for Educational Research and Development and supported by the National Institute of Education, Department of Health, Education, and Welfare, begun under Contract NE-C-00-3-0108 and continued under Grant OB-NIE-G-78-0103 and OB-NIE-G-78-0203. The opinions expressed in this publication do not necessarily reflect the position or policy of NIE and no official endorsement by NIE should be inferred.

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PREFACE

The study herewithin is a description of the activities undertaken in the inservice class that evolved directly as an integral component of a research and development strategy--the San Diego Interactive Research and Development on Teaching (IR&DT).

The San Diego IR&DT team was composed of four teachers, one researcher, and one trainer/developer. It was the primary responsibility of the trainer/developer to design, carry out and report upon training activities that evolved from the original study. It is at this point that the trainer/developer wishes to acknowledge that the assistance and support that was provided by this team was the sustaining life line to the trainer/developer during the accomplishment of these responsibilities. The depth of detail to which teachers Cindy Chase, Jane Day, Charlotte Lazar, and others attacked the mass of accumulated data was inspriational. Their daily insights during the weeks of data analysis (summer 1978) were the basis for many of the inservice activities.

A special acknowledgement must go to the researcher, Grant Behnke, whose expertise, attention to detail, and ability to plan ahead were the key elements to accomplishing (to surviving) the many tasks we faced as a team during the entire project.

Beyond the basic IR&DT team there are others who should be recognized. The trainer/developer feels a sincere need to thank the originators of this design and sponsors of this project--Bill Tikunoff and Betty Ward and the Far West Laboratory--for a chance to be involved in such a unique concept.

A special thanks is extended to Linden Courter of the Inservice Education Department for his continued interest, encouragement, and many hours of attentive listening and reaction during the development and implementation of this design.

Acknowledgement needs to be given to the administration of the San Diego Unified School District, both central office and site level, for very supportive cooperation in an unconventional study.

And finally, a very special thanks must go to the twenty-three participants of the first "Coping with Classroom Distractions" class for their dedication to this first adventure during a hectic time of the school year.

TABLE OF CONTENTS

Page

PREFACE iii

LIST OF FIGURES vii

INTRODUCTION 1

EVOLUTION OF THE TRAINING/DEVELOPMENT DESIGN 7

- INTRODUCTION 7
- TRAINING/DEVELOPMENT OBJECTIVES AND RATIONALE 8
- SELECTION OF PARTICIPANTS 11

DESCRIPTION OF SELECTED TRAINING/DEVELOPMENT ACTIVITIES 17

- SESSION ONE 17
- SESSION TWO 23
- SESSION THREE 28
- SESSION FOUR 32
- SESSIONS FIVE THROUGH EIGHT 33
- SESSION NINE 45
- SESSION TEN 50

EVALUATION OF TRAINING/DEVELOPMENT ACTIVITIES 55

- INSIGHTS OF PARTICIPANTS 55
- EVALUATION - INSERVICE EDUCATION DEPARTMENT 60

IMPLICATIONS FOR FUTURE REPLICATIONS 60

APPENDICES

- A. AN INSERVICE PROPOSAL 67
- B. STAFF DEVELOPMENT LETTER TO PRINCIPAL 91
- C. INSERVICE OPPORTUNITY LETTER 95
- D. ACCEPTANCE LETTER 99
- E. REGRET LETTER 103
- F. IR&DT NEWSLETTER 107
- G. DISTRACTION CLASSIFICATION SYSTEM 113
- H. COPING TECHNIQUE CLASSIFICATION SYSTEM 119

Page

APPENDICES (continued)

I. NOTES FROM YOUR FRIENDLY COMPUTER 127

J. SAMPLE DATA DISPLAYS 133

  DISTRACTION COPING INSTANCES - SELF-CONTAINED 135
  DISTRACTION COPING INSTANCES - LOFT . . . .
  DISTRACTION PROFILE - SELF-CONTAINED 137
  DISTRACTION PROFILE - LOFT 138

K. SUMMARY OF EVALUATIONS - INSERVICE EDUCATION DEPARTMENT . . 139

L. CRITIQUE OF TRAINING DEVELOPMENT DESIGN 143

LIST OF FIGURES

Figure Page

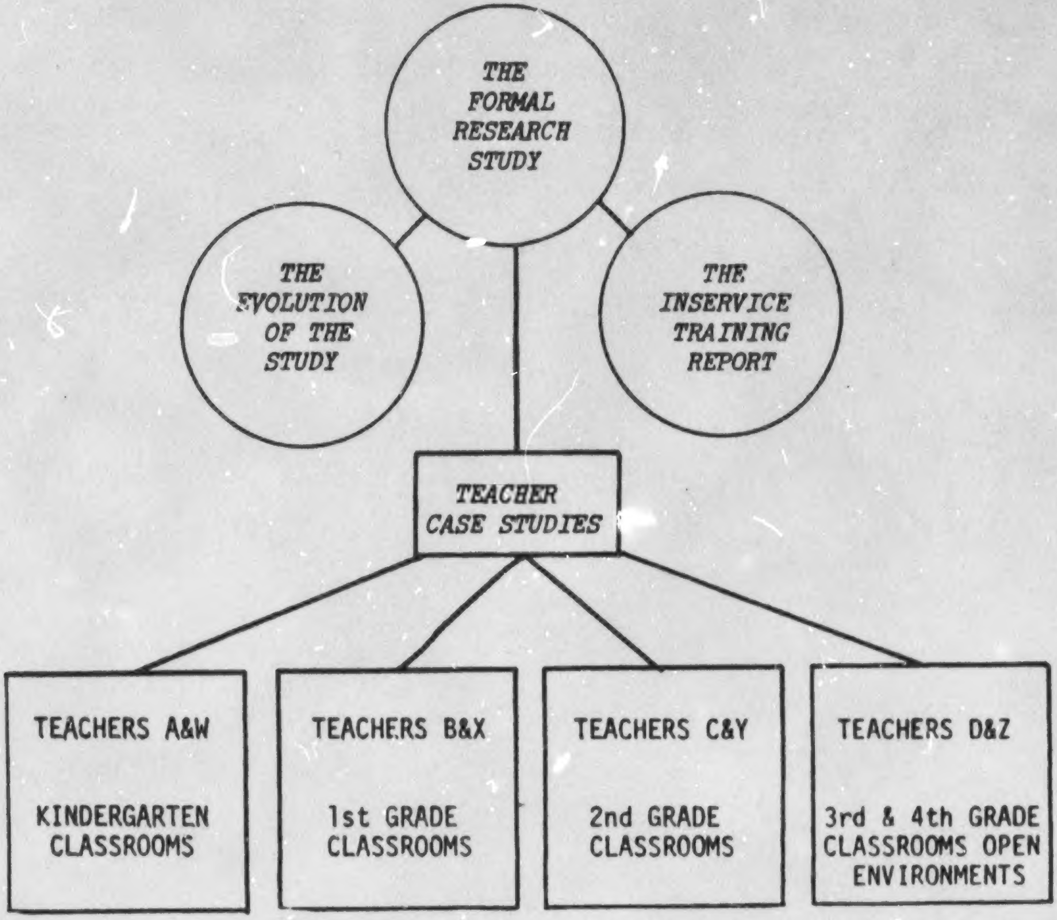
1. INSERVICE CLASS ROSTER (SCHOOL/TEACHER TEAMS) 14
2. INSERVICE COURSE OUTLINE 18
3. MY TEN MOST COMMON DISTRACTIONS 20
4. QUANTITATIVE CHECKLIST 25
5. SAMPLE EVENT CODED ON CHECKLIST FORM 27
6. SAMPLE ETHNOGRAPHIC NOTES - TEACHER C - SIXTH OBSERVATION . . . 30
7. SAMPLE CHECKLIST FORM - TEACHER C - SIXTH OBSERVATION 31
8. SAMPLE CHECKLIST FORM - PRACTICE OBSERVATION 34
9. CHECKLIST - RELIABILITY SAMPLE 35
10. MARK-SENSED CARD - RELIABILITY SAMPLE 36
11. EVENT MAP - RELIABILITY SAMPLE 37
12. SAMPLE OF COMPUTER PRINTOUT OF "TIME," "FLOW," AND "ELIMINATION" HISTOGRAMS 40
13. SUMMARY DISPLAY OF THE MOST AND LEAST EFFECTIVE DISTRACTION-COPING LINKAGES 42
14. SAMPLE HISTOGRAM - ALL PARTICIPANTS 47
15. SAMPLE HISTOGRAM - SELF-CONTAINED PARTICIPANTS 48
16. SAMPLE HISTOGRAM - LOFT PARTICIPANTS 49
17. SAMPLE TIME LOSS DATA SUMMARY 52
18. SAMPLE TEACHER DAILY EVALUATION FORM 53
19. SAMPLE TEACHER R-1-4 - INSIGHTS 56

7

INTRODUCTION

Perspective of This Study

The study which follows is one of a set of studies describing research conducted by the San Diego Interactive Research & Development on Teaching Team (IR & DT). The cluster of studies which presents the IR & DT team's findings regarding *Coping with Classroom Distractions* is graphically illustrated below.



The Formal Research Study provides a formal presentation of a typical research report (i.e., purpose of study, review of literature, methodology, findings, conclusions and recommendations).

The Evolution of the Study provides a chronological development of the evolution of the study from the initial identification of the problem to the write-ups of the findings (from the IR & DT team's perspective).

The Inservice Training Report details the activities undertaken in an inservice class offered by the trainer/developer and a preliminary evaluation of the impact of the class upon the participants.

The Teacher Case Studies (4) provide discussions of findings, conclusions, and insights from the perspective of the teachers who participated in the study. Detailed context descriptions of the instructional environments and teaching styles should permit readers to identify those teacher case studies which seem most relevant.

This cluster approach to presenting information should permit the reader to peruse those studies which he/she determines are most relevant. Hence, the disparate needs and interests of a variety of readers will be satisfied.

In an attempt to minimize the redundancy of describing certain procedures, most operational activities (e.g., the selection and training of the classroom observers) and methodological procedures (e.g., data collection methods) have been omitted or described briefly in this document. The reader seeking detailed descriptions of the study's methodology should review *The Formal Research Study* or *The Evolution of the Study* documents. For the reader planning to read only this training study, a brief overview of IR & DT, the general context of the study, the question identified for study, and the data collection procedures are provided below.

OVERVIEW

In the first newsletter describing* the existence of two IR & DT studies, the following description was provided:

> Interactive Research and Development on Teaching (IR & DT) is an R & D strategy that places teachers, researchers, and trainer/developers together to inquire as a team into those questions, problems, and concerns of the classroom teacher. Decisions are made collaboratively regarding research issues and strategies and the concurrent development of training that grows from research. Each member of an IR & DT team has parity and shares equal responsibility for decisions made by the team, from identification of the question/problem to the completion of all resultant R & D activities.

The members of the IR & DT team conducting this study were all employees of the San Diego Unified School District. The original team was comprised of four elementary school teachers, a researcher, and a trainer/developer. Three of the teachers were colleagues at a relatively small K-6 school with a faculty of 15. They taught in Grades K, 1, and 2. The school's student population was approximately 400; 75 percent Black, 20 percent Hispanic, 3 percent Asian, and 2 percent White. Thirty-two of these children were involved in the English as a Second Language Program (ESL), and over 85 percent of the school's children were eligible for a federally funded free lunch program. The fourth teacher, who team-taught a third-fourth grade class of 60 students, was on the staff of a very large K-6 school (40 teachers) located in a suburban middle-class area. The student population was 1,200; 77 percent White, 11 percent Hispanic, 9 percent Asian, and 3 percent Black.

The researcher was recruited from the evaluation services office

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**Interactive Research & Development on Teaching*, Far West Laboratory, San Francisco, Volume 1, Number 1, October 1977.

of the school district and he had previously been involved in conducting evaluations of various state and federally funded programs. The trainer/developer previously was attached to the district's staff development office as a resource teacher providing inservice education to teachers. The six members of the IR & DT were recruited by Far West Laboratory personnel during the spring semester preceding the study.

Prior to data collection (in February 1978), an additional set of four teachers was recruited to expand the data base. These teachers were selected so that their environmental characteristics (e.g., grade levels, school and student demographics) were similar to the original four IR & DT teachers.

The question identified by the San Diego IR & DT was: *"What are the events which disrupt classroom instruction, and what are the most effective techniques teachers use to cope with these distractions?"* A distraction was defined as an event or stimulus which interrupts the teacher's actions or the intended flow of instruction.

Eight observers were employed and trained to assist in the data collection phase of the study. Two were assigned to observe the classrooms of each participating teacher on nine different occasions. One observer used a checklist to classify the specific distractions and corresponding coping techniques used by the teacher. This observer also rated the effect of the techniques on the distractions (Quantitative Observer). The other observer took detailed notes on all that occurred during each observation period (Ethnographic Observer). Each classroom teacher responded to a set of questions following each of the nine occasions she was observed (Teacher Daily Log).

The eight primary grade classrooms were observed on nine occasions each, spread over six weeks of instruction. The observations were during the reading period (or reading readiness for kindergarten) and typically were slightly less than one hour in duration.

Two quantitative classification schemes were developed by the IR & DT team--one explicating anticipated distraction categories, and the other classifying coping techniques. Besides classifying the distractions and the corresponding coping techniques which were exercised, the quantitative observer rated the effectiveness of the relationship of each particular coping technique in response to a specific distraction (distraction-coping linkage). Effectiveness of the distraction-coping linkages was rated with respect to: (1) the instructional time loss due to the distraction, (2) the degree of disjointedness of the instructional activity (interruption of instructional flow), and (3) the degree to which the distraction persisted after a coping technique had been utilized.

Each of the eight classroom teachers participated in two data-reviewing sessions between the sixth and seventh observations. These sessions were intended to provide feedback on the preliminary data which had been collected during the first six observations. The participants of the study identified specific techniques which appeared to be functional, and the teachers developed plans to modify their coping styles ("Intervention Plans").

The pages which follow describe the trainer/developer's perspective of how activities and processes (especially the training of the nonparticipant observers, the intervention sessions of the eight original teachers, and the data analysis during the summer), identified throughout the entire IR&DT study, were modified and incorporated into the final inservice experience.

EVOLUTION OF THE TRAINING/DEVELOPMENT DESIGN

INTRODUCTION

By April, 1978, the San Diego IR&DT Team had selected and enumerated the training/development objectives and activities (see An Inservice Proposal, Appendix A). In essence, the design was to focus on the original question:

> What are the techniques which classroom teachers use to cope with distractions to classroom instruction and how effective are these techniques with respect to:
>
> 1. Minimizing instructional time lost due to distractions,
> 2. Dealing with distractions at a level which has minimal disruptive effect upon the flow of instruction,
> 3. Eliminating the distractions.

In general, the objectives and activities incorporated into the inservice design were derived from basic IR&DT strategies and those activities the original team members found relevant in their pursuit of the question. Informational sessions included references to relevant research as available.

In the process of establishing the training/development objectives and activities, the researcher, the trainer/developer, and the team were faced with virtually the same dilema they faced when they reviewed literature relevant to the original study (the reader is referred to *The Formal Research Study*). There were no references to courses informing teachers of functional coping techniques, and little information regarding the impact of distractions upon teacher effectiveness or student achievement or engaged time (Jackson, 1968). The need for preparation and inservice courses related to these specific classroom concerns (e.g., student interruptions, classroom management of distractions) has been, and continues to be, expressed by teachers of all levels of experience and expertise.

Certain characteristics associated with teachers and viewed as important determinants of the learning process for their students were classroom management and teaching style, including classroom management skills (Brophy and Evertson, 1976; Cooley et al., 1977; Kounin, 1970).

Any specific data regarding effectiveness of a particular coping technique (management skill) would have to come from the original study and the data the inservice participants would gather.

TRAINING/DEVELOPMENT OBJECTIVES AND RATIONALE

Six major objectives were identified by the trainer/developer and the team to accomplish during the initial training/development model. Those objectives and the supporting rationale are outlined in the following paragraphs.

Objective 1: The participants, upon completion of the inservice experience, will demonstrate awareness and knowledge of the San Diego IR&DT design and strategy.

Rationale: All IR&DT team members felt the IR&DT process was a productive, meaningful experience (the reader is referred to *The Teacher Case Studies*). Furthermore, the inservice course was, in many respects, a replication of the original study, and knowledge of the process and findings of that study were considered a critical starting point.

Objective 2: The participants, upon completion of the inservice experience, will evidence participatory skills in the interactive process of a modified IR&DT design.

Rationale: The San Diego IR&DT team felt many aspects of the IR&DT concept (e.g., placing the researcher, the trainer/developer, and teachers together, developing the question, designing and conducting the research) were participatory skills that should be replicated, if possible, in the inservice design. With the predetermined question and the collapsed time frame available to conduct the inservice class, this meant that these interactive processes would have to deal primarily with refinement of the original question, refinement of the research design, and an interactive method of processing of the data gathered (e.g., "Why don't we have the researcher aggregate the data for self-contained classrooms and then the loft classrooms?").

Objective 3: The participants, upon completion of the inservice experience, will demonstrate knowledge of, and become sensitized to, the number and variety of classroom distractions occurring regularly in classrooms.

Rationale: One of the first findings from the original study was that the number and kinds of distractions occurring in classrooms were different from those imagined by the team. Furthermore, once these dimensions became known, it was easier for the teachers to place a priority on the kinds of distractions they wanted to eliminate, or at least deal with more effectively.

Objective 4: The participants, upon completion of this inservice experience, will identify a variety of coping strategies and demonstrate knowledge of their effectiveness with respect to:

(1) Minimizing time loss.
(2) Minimizing disruption to flow of instruction.
(3) Eliminating the distraction.

Rationale: Different coping techniques proved effective in differing dimensions. If teachers were to attempt changes in coping style related to certain kinds of distractions, they would need to be aware of a variety of coping techniques and the relative effectiveness of each of those techniques.

Objective 5: The participants, upon completion of the inservice experience, will demonstrate a gain in functional observation skills.

Rationale: All team members felt their observation experiences were critical to assuring themselves they had selected a valid research question. Additionally, they felt actual classroom observations were necessary to any future group of participants (inservice classes) to experience the data collecting aspect of problem solving.

Objective 6: The participants, upon completion of the inservice experience, will rate the IR&DT inservice design as effective in meeting teacher needs relative to classroom problems and classroom management.

Rationale: If the future replications were to be feasible and were to attract other teachers, the experience, or elements of that experience, would have to be rated effective by the teacher participants.

SELECTION OF PARTICIPANTS

In order to determine general interest in the design and degree of applicability to a variety of teachers and teaching situations, it was decided by the IR&DT team that participants for the inservice experience should be drawn from a representative cross section of the entire district. The inservice proposal had tentatively set the maximum number of participants at eighteen.

Prior to announcing the design, the team established specific participant qualifications in addition to the inherent requirements of attending a thirty-hour inservice class. These requirements were that:

1. Two or more teachers per site attend as a team.

   Rationale: Promote interaction;

   Create a nonthreatening observation experience (buddy observe buddy).

2. The teachers be committed to observing and being observed.

Rationale: Necessary to collect data;
Necessary to facilitate change;
Necessary to heighten interaction.

The inservice education office (district central office) provided a list of 25 elementary schools from a total of 112. The choice was a cross section, considering many dimensions: average age of staff, age of school plant, geographic locations, loft vs. self-contained, ethnic composition, size of student population (160 to over 2,000), etc.

The trainer/developer decided to contact the site administrator by corresponding directly to his home address (it was summer and the class was scheduled to start two weeks after the opening of school). The contact with the principal seemed necessary primarily for three reasons: (1) (S)he would best be able to provide names of staff members who would have an interest and could fulfill the commitments, (2) the design could cause some administrative scheduling concerns (four half-day substitutes for each participant), and (3) this type of communication linkage (from resource staff to site administration) has, in the past, engendered a more positive interest and involvement throughout the duration of such a project.

Though the letter to the principal (see Appendix B) was sent out relatively early in July and some follow-up phone calls were also made, by the end of August, only nine principals had responded by calling in names, sending in names, or having teachers call in themselves. However, once the letters to the teachers (see Appendix C) were in the mail, a new line of communication was opened. Teacher teams, seemingly formed over night, began calling in with as many as seven names to a team. Teams from five schools not on the list called in, and by the middle of August, the inservice office informed the callers that 42 names had been received and no more would be taken. The IR&DT team reviewed the list as the selection process was initiated to narrow the list to the final participants.

The IR&DT team was able, with very little difficulty, to narrow the list down. Many teacher teams, by the opening of school, had dwindled to only one participant for a school and thus they were eliminated. Teacher transfers to other schools and other grade levels in the early days of September broke up other teams and they cancelled. However, it was still necessary to eliminate all teams that responded after August 20 just to get the potential class size down to a balance of twenty-three. A team of teachers from a large loft school had indicated they would not want to use substitutes; they could, and would, get other site staff to cover for them during their observations. Their rationale was that it was far more disruptive to themselves and their students to utilize a substitute. The trainer/developer, recognizing the potential savings and theorizing that other participants would opt for this possibility, felt it was now worth the risk to up the limit of participants to twenty-three. (From past experiences, there are usually three to five no shows for inservice classes.) Accordingly, the letters of acceptance and regret were sent to the teachers (see Appendixes D and E, respectively).

All twenty-three "accepted" participants showed up for the first session (see Figure 1 for number of schools and teachers involved, their teaching situation [loft or self-contained], and whether they took the course for credit [two units] or the participant hourly pay [$180]).

FIGURE 1

COPING WITH CLASSROOM DISTRACTIONS
INSERVICE CLASS
SEPTEMBER - OCTOBER, 1978

School Code	Teacher Code	Individual Observation Code #'s 1st	2nd	3rd	4th	Grade Level(s)	S/C-Self-Contained Classroom or L-Loft	Receiving Cr-Credit or $-Reimbursement
E	E 1-4	E.1	E.2	E.3	E.4	3	S/C	$
	E 6-9	E.6	E.7	E.8	E.9	2	S/C	$
M	M 6-9	M.6	M.7	M.8	M.9	K	L	$
	M 1-4	M.1	M.2	M.3	M.4	1	L	$
F	F 1-4	F.1	F.2	F.3	F.4	K-1	S/C	$
	G 1-4	G.1	G.2	G.3	G.4	2-3	S/C	$
	F 6-9	F.6	F.7	F.8	F.9	1-3	S/C	Cr
H	H 6-9	H.6	H.7	H.8	H.9	3	S/C	$
	H 1-4	H.1	h.2	H.3	H.4	K	S/C	$
N	O 1-4	O.1	O.2	O.3	O.4	3-5	L	Cr
	N 6-9	N.6	N.7	N.8	N.9	2-5	L	$
	N 1-4	N.1	N.2	N.3	N.4	4-5	L	$
	P 1-4	P.1	P.2	P.3	P.4	3-5	L	S
	O 6-9	O.6	O.7	O.8	O.9	2-4	L	Cr
I	I 1-4	I.1	I.2	I.3	I.4	3-4	S/C	Cr
	I 6-9	I.6	I.7	I.8	I.9	1-2	S/C	$
	J 1-4	J.1	J.2	J.3	J.4	2-3	S/C	Cr
K	K 6-9	K.6	K.7	K.8	K.9	2	S/C	$
	K 1-4	K.1	K.2	K.3	K.4	1	S/C	$
L	L 1-4	L.1	L.2	L.3	L.4	1-2	S/C	$
Q	Q 6-9	Q.6	Q.7	Q.8	Q.9	4	L	$
	R 1-4	R.1	R.2	R.3	R.4	K-1	L	$
	Q 1-4	Q.1	Q.2	Q.3	Q.4	4-5	L	$

These twenty-three participants remained throughout the course, each completing four observations and being observed four times themselves, completing all other assignments, and thereby fulfilling all course requirements.

DESCRIPTION OF SELECTED TRAINING/DEVELOPMENT ACTIVITIES

The course spanned five weeks, meeting every Tuesday and Thursday afternoons (see Figure 2) for three hours, starting September 19 and continuing through October 19, 1978.*

Participants were also committed to activities outside of class time; e.g., conducting school faculty interaction sessions, making arrangements for substitutes, observing in their partner's room, being observed, clarifying events that occurred during the observation, and coding computer cards.

Upon completion of the last class (October 19), the participants conducted a ten-day follow-up evaluation of coping strategies utilized in their classrooms, mailing the results to the trainer/developer for analysis.

The following is an attempt by the trainer/developer to provide a brief descriptive and sequential review of the major activities that occurred during the ten sessions.

SESSION ONE

Session one included registration, pretests, an overview of IR&DT, and plans for the course. The trainer/developer defined the IR&DT process, providing participants with a copy of the IR&DT newsletter (see Appendix F) as a refereence. This general description was followed by the specifics of the evolution of the San Diego IR&DT design. The researcher was introduced and he gave an overview of the research methodology employed, promising to return in the future (the sixth session) to share the tentative findings

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* Three participants, because of the break in a year-round school schedule, had to continue three weeks into November to complete their observations.

FIGURE 2. INSERVICE COURSE OUTLINE

Presentors: Guest Speakers - Courter, Matthews
(T) = Teachers - Cindy Chase, Jane Day, Charlotte Lazar
(R) = Researcher - Grant Beh[illegible]
(I) = Instructor - David Mittleholtz
(*) = Participant Interaction Sessions

Date	INSERVICE ACTIVITIES	School Site Activities
Tuesday Sept. 19 4-7:00 p.m.	Registration (I) Introduce San Diego IR&DT Team (I) Evaluation of S.D. IR&DT (I) Overview of Research Methodology (R) Teacher Perspective - Original Study (T) Identify most bothersome distractions (*) Pretest of observational skills (I) Course Activities and Requirements (I) "Teams" design observation schedules (*) Establish substitute calendar for each site (*)	Site interaction re: questions — Arrange for half day substitutes. — Submit forms to Ed Center
Thursday Sept. 21	Introduce Distraction Matrix (I) Correlate Distraction Matrix with own & site generated lists (*) Introduce Coping Techniques Matrix (I) Correlate Coping Matrix with own & site generated lists (*) Introduce quantitative data observation form (I) Redefine "effectiveness" categories (*) Practice coding - Video Tapes (*)	Arrange for practice observation
Tuesday Sept. 26	Rationale for Quantitative and Qualitative Observers (T) Introduce Ethographic Data Collection Techniques (I) Analyzing an Episode (I) Use ethnographic observation sample to complete check list form (*) Crosscheck for reliability and description of event (*)	Practice Observations
Thursday Sept. 28	Practice Coding checklist forms from study (*) Analyze forms for completeness of "events" (*) Code mark sense cards for computer run (15 events) (I) Debrief on-site practice sessions (I) Reliability Sample (*)	Continue practice observations
Tuesday Oct. 3	Administrative Perspective of IR&DT process (Matthews) Debrief observation days one & two (*) "Notes from the card reader" (I) Verify event maps (*) Code observation for days one & two (*) Initial Histogram Analysis (I)	Actual observations (Mon. - Thurs.)
Thursday Oct. 5	Debrief observation days three & four (*) Verify event maps of observations one & two (*) Analysis of Distraction-Coping linkages (R) Staff Development and the IR&DT Process (Courter) Code observations for days three & four (*)	Actual observations (Mon. - Thurs.)
Tuesday, Oct. 10	Debrief observation days five & six (*) Verify event maps (*) Analysis of histograms of S.D. IR&DT Study (I) Code observation days five & six (*) Effective management techniques (I)	2nd round of observations — Actual observations
Thursday Oct. 12	Debrief observations for days seven & eight (*) Verify event maps (*) Findings of Academic Learning Time Model (I) Code observations for days seven & eight (*) Insights - Teacher "Y" (I) Insights - Participants (*)	Actual observations
Tuesday Oct. 17	Analysis of total group histogram (*) Unique Coping Techniques (*) Distraction Profiles - (All, S/C, & Loft) (I) Development of Self-Evaluation Form (*) Insights - Teachers "B" & "C" (T's)	Site interactions on "Insights"
Thursday Oct. 19	Analysis of Individual histograms (*) Time Loss Data - original Study (I) Time Loss Computation for participants (*) Contrast Pre-test with Final observations (*) Plans for Self-Evaluation (*) Final Insights (*)	Site interactions on "Insights"

from the original study. Teachers B and C were introduced and they gave a general description of their roles in the entire process and also promised to return (the ninth session) to share their insights and findings.

The trainer/developer then asked participants to compose a list of ten (or more) distractions common to their teaching situations (see Figure 3). They were asked to work alone in the development of this list even though some participants shared the same loft. Each participant was to rank order the frequency of occurrence for the ten items and estimate the number of minutes such distractions usually consumed during one hour of instruction. As a final dimension to this strategy, each participant was to label the three "most bothersome" and the three "least bothersome" distractions with an "M" or an "L," respectively. This direction was given orally and after the lists were complete so that this final activity would not influence the initial listing of the items. When lists were complete and "values" affixed, participants were asked to engage in the first of many discussion/ interaction sessions to compare and contrast distraction lists.

Interaction sessions as instituted in this class were generally directed to a specific topic (most bothersome distractions in this instance) and provided an opportunity for each participant to verbalize a position related to the particular topic introduced by the trainer/developer. With a topic provided, participants were arranged in groups of five or six around a table. In this small group discussion arrangement, each participant at a table was to be given a brief moment to make a statement or to share her/his list. There were to be no rebuttals or reaction statements. One person was assigned to be a recorder. The recorder noted the remarks of each of the participants at the table and then shared this summary with the whole class at the end of the activity. The trainer/developer recorded

FIGURE 3

MY TEN MOST COMMON DISTRACTIONS

LK ☺

Your identity number, symbol or...?

COPING WITH DISTRACTIONS/INSERVICE

Identify and list ten or more of the most common distractions occuring during the teaching of reading at your school site e.g., student seeking approval of work, student talking out of turn, general student noise, students entering and leaving classroom, noise from aircraft, fire drills, irrate parents, custodians mowing lawns, etc.

	Rank Order	average amount of time consumed during one hour of instruction
(M) 1. Air conditioner	13	
(M) 2. Talking of children in other half of the room (another class)	1	4
(M) 3. Talking c̈ playing in general in my own room.	2	3
4. "May I go to the bathroom?"	11	1
(L) 5. "I need a drink."	17	1
6. Parent volunteers who "drop" in occassionally c̈ want to help	12	5 (rare)
(M) 7. Having to repeat directions over c̈ over again, due to lack of listening and due to constant distractions in both rooms	3	3
(L) 8. Poor furniture selection for these types of classrooms	18	2
(over) TOTALS		9 min on average

the summary responses on the chalkboard. Then, in a TABA-type approach, the trainer/developer and class attempted a very quick and general categorizing of these distractions. This list and the initial category assignments were copied from the board for future reference.

Participating teams were directed, as a part of their outside course requirements, to interact with their school site faculties, sharing this listing of distractions, adding to it, and commencing the development of a list of coping techniques utilized in response to the distractions.

The trainer/developer introduced the pretest video-tape experience* by telling participants: (1) they were going to see a five-minute segment of Teacher C's classroom, (2) they were to use a blank piece of paper and, in any device of their choosing, note the distractions observed, and (3) they would have a couple of minutes to embellish their notes following the tape. The term "distraction" was reviewed once again and the tape was then shown. Participants were allowed approximately four minutes (without interaction) to finish or, in some cases, to recopy hasty notes. The trainer/developer then asked that the distractions be tallied. Several participants expressed difficulty with this task. The tallies varied from a low of seven to a high of seventeen.** At this point, the trainer/

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* The trainer/developer had prevailed upon Teachers A, B, and C to be video taped as unobtrusively as possible (no cameraman in the room during taping) for a 45-minute slice of each of their reading periods. These tapes provided the material for the pretest and practice observation experiences within the inservice class setting.

**The pretest video tape was a five-minute slice of Teacher C's classroom with eighteen fairly clear and separate distractions identified by the researcher and the trainer/developer.

developer asked that pencils be put aside and test answers not be changed. The trainer/developer then called upon participants to attempt to reconstruct the distraction events by verbally sharing segments from their notes.

There was a great reluctance among the participants to initiate this activity. Eventually, reconstruction gathered momentum but was slowed somewhat again when the trainer/developer asked if, with each distraction noted, participants could describe how the teacher coped and to what degree instruction seemed to be interrupted. Finally, the pretests were collected and the video-tape section was re-run for a second viewing. There were many audible groans, laughs, and "I can't believe its". The trainer/developer reassured participants that with additional observational practices and training sessions, improvement in observational skills would be rapidly forthcoming -- or else.

During the data gathering days, all participants were to observe a team partner on four occasions and, in turn, to be observed on four occasions. In order to coordinate the observations and the feedback from the computer, the researcher and the trainer/developer, in a preliminary planning session, had determined that the observations would have to take place back to back Monday through Thursday of the third and fourth weeks of the class.

It was essential during the first session to set calendar dates for the observations and to determine which participants needed substitutes to cover these particular dates. The trainer/developer asked the teacher teams from each school (the reader is redirected to school team listing, Figure 1) to work out their own schedule, and present it to the trainer/developer. Most teams readily and quickly finalized observation dates with teams having odd numbers (3 or 5) taking more time but coming up with creative solutions. The only time-consuming arrangement was the teaming of the single team member from School L (her original team partner had not chosen to attend the class at the last minute).

Initial plans provided substitute coverage during the observations for eighteen participants. Given their choice of arrangements, only eight teachers out of a total of twenty-three class members chose to request half-day substitutes.

The trainer/developer immediately notified the district's central office of the impending use of eight half-day substitutes for staff development (district procedures require ten-day lead time to process the requests). By the following session, the trainer/developer was able to confirm substitute arrangements.

SESSION TWO

The primary purpose of session two was to finalize a matrix of distractions and a matrix of coping techniques, introduce the quantitative data observation form, and use video tapes to gain practice in observation and coding.

Participants had returned from their schools with lengthy lists of distractions and coping techniques. There was a brief sharing of these lists in an interaction session. The trainer/developer introduced the Distraction Classification System (Appendix G) and the Coping Technique Classification System (Appendix H) from the original study. The rationale for the format of each of these systems, as well as changes in design that occurred over the period of seventy-two observations during the original study, were highlighted by the trainer/developer. The difficulties experienced by the observers in coding the various kinds of distractions (e.g., instances of students interrupting the teacher [Distraction #11] as opposed to students seeking clarification of a task [Distraction #12]) were pointed out by the trainer/developer suggesting that refinements in both the distraction and the coping classification systems were certainly possible. More than half the session (one and one-half hours) was spent attempting to correlate participant lists to the existing systems and, most importantly, seeking refinements to the original systems or changes to individual categories within those systems.* The final position of the majority of the participants was that they wanted to go with the original categories intact. They figured that with an awareness of the pitfalls experienced by the original observers and the new quasi-ethnographic dimension of the observation form (already alluded to by the trainer/developer), the problems would be appreciably diminished.

The trainer/developer, at this point, introduced the checklist form (Figure 4). Basically, the quantitative checklist was to be used to note (1) the sequential numbering of distraction-coping events occurring throughout the hour observation, (2) the actual minute the event occurred, (3) the size of the instructional group with the teacher, (4) the distraction which occurred, (5) the coping technique utilized, and (6) three indications of the effectiveness of the coping technique (time, flow, and elimination ratings).

Observers were to focus mainly on the teacher, but were also to use peripheral hearing and vision to anticipate a distraction event. A

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* The researcher had assured the trainer/developer that some changes in the computer program already established would be possible but they would have to be slight.

QUANTITATIVE CHECKLIST

EVENT	TIME	GROUP	DISTRACTION	CODE	COPING TECHNIQUE	CODE	TIME OFF TASK					FLOW OF INST.					ELIM. OF DIS.			COMMENTS
							<5	<10	<20	<40	>40	1	2	3	4	5	1	2	3	

Time off task:

Duration of the Distraction — (in seconds)

The time the teacher is taken off her intended task.

Flow of Inst.:

1 No apparent break in the instructional flow (distraction ignored)

2 Distraction mainly to the teacher; doesn't bother the students

3 Minor distraction to both teacher and most students in the group

4 Instruction disrupted but teacher brings the group back to task.

5 Instruction completely disrupted: very difficult if not possible to bring the

Elim. of Dis.:

1 Apparent elimination of distraction

2 Distraction continues at a reduced (acceptable) level

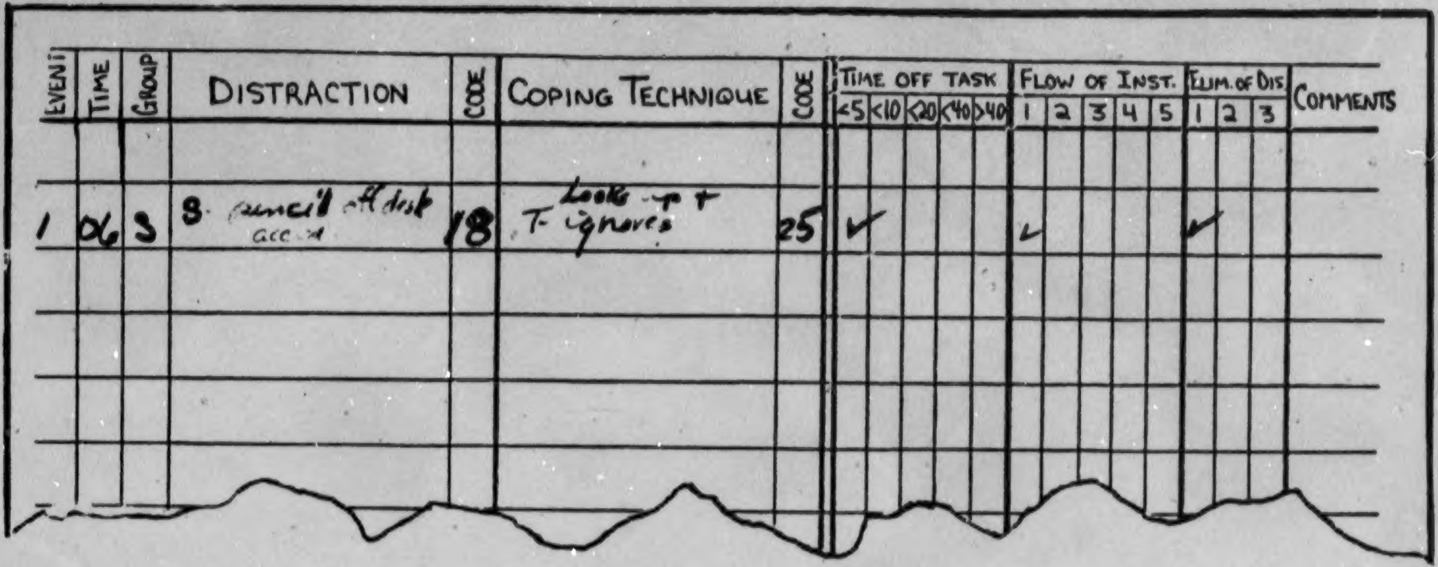
3 Distraction continues and the teacher uses another technique.

FIGURE 4

distraction was defined as an event or a stimulus which interrupts the teacher's actions or her intended flow of instruction, however momentary or slight (e.g., pencil rolls off student's desk, teacher looks up and in the general direction but then returns her attention to listening to Jimmy in the reading group. If this example were to be coded by an observer upon initiating an observation in a classroom at 9:06, it would appear as shown in Figure 5).

The trainer/developer stressed that with the limited time available to capture up to 60 or 70 events during an observation, observers would have to internalize effectiveness rating categories prior to actual observations. The trainer/developer attempted to recreate several sample distraction events to help distinguish the differences in ratings for "Flow of Instruction" and "Elimination of Distraction." With interaction from the class, both of these effectiveness categories were slightly redefined to create a sharper distinction to each rating column.

The major activity of session two was the experience of viewing sections of video tapes and completing and comparing checklist forms. The last segment to be viewed was a video tape of Teacher A, who was present for this class session. Teacher A shared her feelings about the IR&DT process and then focused on coping techniques she used as a kindergarten teacher. Teacher A made extensive use of "finger plays" as preventive coping techniques. The upper-grade elementary teachers were not familiar with the strategy and asked her to share an example and give the rationale for its use. A mini-interaction session developed as a result of this, as all participants, grades 1-6, analyzed and shared "devices" they utilized to refocus the attention of a group or a whole class when



EVENT	TIME	GROUP	DISTRACTION	CODE	COPING TECHNIQUE	CODE	TIME OFF TASK					FLOW OF INST.					ELIM. OF DIS			COMMENTS
							<5	<10	<20	<40	>40	1	2	3	4	5	1	2	3	
1	06	3	S. pencil off desk acc.	18	Looks up + T- ignores	25	✓					✓					✓			

FIGURE 5

SAMPLE EVENT CODED ON CHECKLIST FORM

general attention span, general noise level, or general student movement was sensed by the teacher as no longer conducive to the best learning environment.

SESSION THREE

The focus of session three was mainly on creating an awareness of ethnographic notation and developing participants' proficiency in the use of this technique in the descriptive note sections of the quantitative observation form. The trainer/developer incorporated several activities in session three to reach these objectives. The first activity was really a presentation by the trainer/developer covering the purpose and description of ethnographic data-collection techniques (Training Manual for Ethnographic Data Collection, Report A76-14, Dasho, et al.). Particular emphasis was placed on naturalistic recording of a whole event--the action (distraction) through the reaction (coping technique). Participants were told that by capturing as many dimensions of the basic question, "WHO says (does) WHAT to WHOM, HOW, and WITH WHAT REACTION?" they, the observers, would at any later time be able to assign the most appropriate distraction and coping codes and, in fact, reconstruct the entire scene, including emotions.

To emphasize the completeness of reporting, utilizing the ethnographic notation method, the trainer/developer produced copies of the ethnographic notes of Teacher C's sixth observation. Participants were instructed to read them through completely, then to reread the observation, and to use blank quantitative observation forms to note and code distraction/coping events. Upon completion of this activity, the trainer/developer informed the participants that this particular observation had been unique in that twenty-nine of the thirty distractions recorded by the quantitative observer were also clearly captured in the ethnographic protocol (see Figures 6 and 7 for comparison example of the first eight events of Teacher C's sixth observation). A copy of the rough quantitative observation forms from the same observation were provided to participants to compare and contrast the total numbers and kinds of distraction/coping events, as determined by the original quantitative observer, to those sifted out by each class participant from reviewing the ethnographic protocol. In the ensuing interaction session, the trainer/developer noted that class participants had recorded as few as twenty-one and as many as forty distraction/coping events from the ethnographer's notes. This wide variance in number was mostly attributed to the difficulty in determining whether Teacher C, whenever she was noted calling a series of students' names, was responding to clearly separate and distinct distraction events or whether she was responding to a generalized distraction (e.g., general student noise, general student movement, general inattention, etc.).

With each individual participant's discovery of a discrepancy between a distraction/coping event she had identified and one that the original quantitative observer had identified, there was an inherent and meaningful chance to reinforce specific observation techniques and/or clarify coding categories. In two instances, a strong majority of the class felt the original quantitative observer was in error in assigning a particular code, according to the details provided in the ethnographic description of the event. The fact that this couldn't be resolved with available data was unimportant. What was important was the fact that the

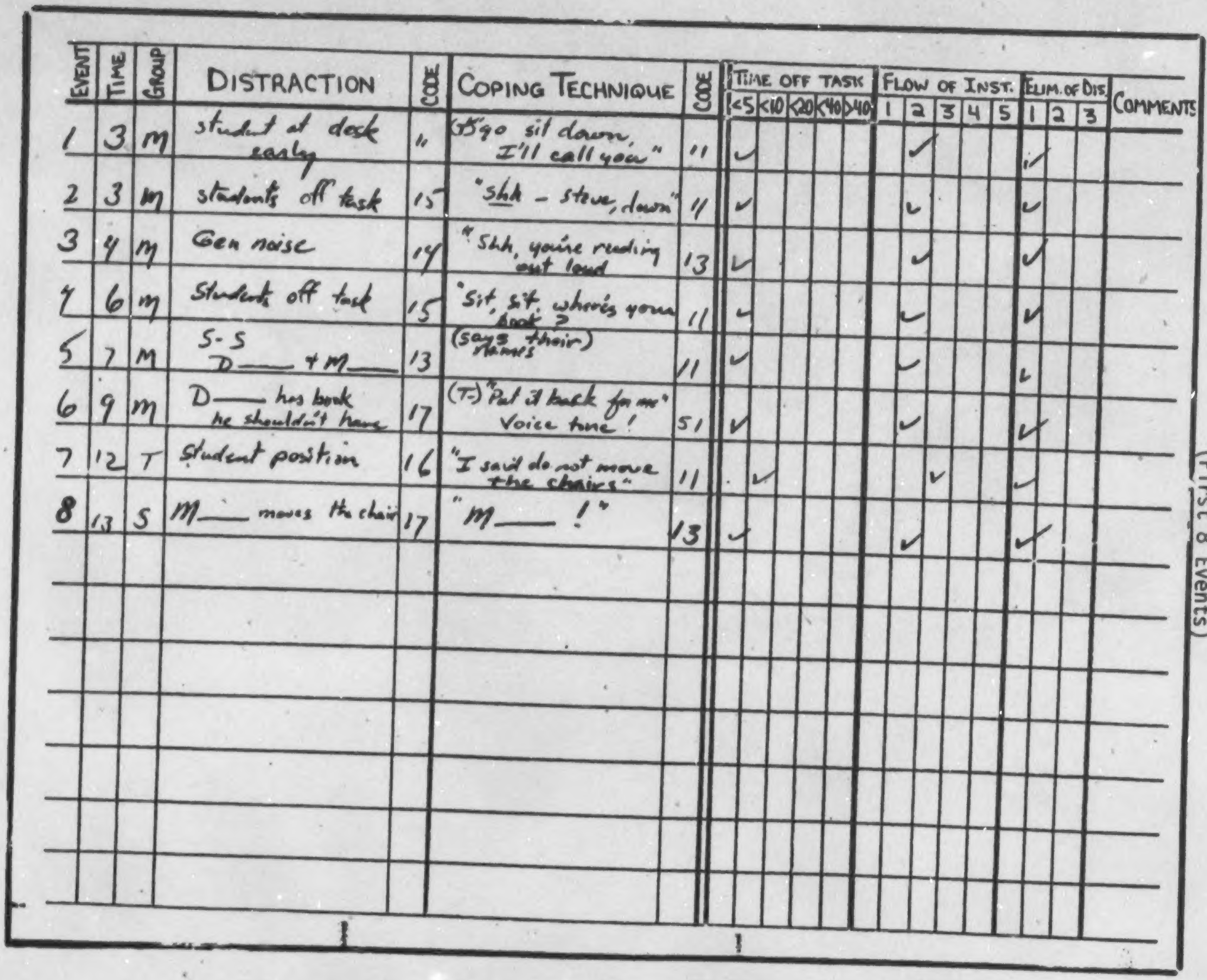
Teacher Number:
Student Number:
Date of Observation:
Researcher Number:
Protocol Number:

FIGURE 6

SAMPLE ETHNOGRAPHIC NOTES
TEACHER C SIXTH OBSERVATION

Visit #6

T. 8:57 The observation begins at 8:57. The teacher is seated at a
N.L. 1 large table in the rear of the room. There is no aide in the
room at this time. Most students are seated reading. A few
go to the book centers. The teacher calls A____. A____goes
to her table and gets his help for the day. She tells a girl
#1 who has come up out of turn, "Go sit down, I'll call you when
it is your turn." D_____ enters the room from the outside.
#2 The teacher says shush to S____, "Down." "D_____, get out
your book, P___, Sit down. Q______ sit down. W_____. B______."
The teacher shakes her head at B______. "E_____. F____ get
your book out you don't have your work yet. L_____." Then
she calls V_____ to come to her table. The teacher looks up
#3 at the class and shushes them, "You are reading out loud."
Then she calls D_____ and gives him his directions for the day.
He leaves. The teacher stands up, takes a stack of folders
and begins to move to the tables in the room, distributing
#4 the folders and giving directions. She says, "S_____ sit down.
B______ sit down. S____ where is your book?" M_____ enters
the room from the outside. The teacher looks at M_____ and
T. 7' #5 says, "D____ and M_____" as they are beginning to talk. She
goes on to another table distributing folders. The teacher
goes on to another table. She says, "Sit down" to D____.
Aide #1 enters the room. Aide #2 is absent on this day. The
teacher says to the class,"You are nice and quiet, I like
the way you are reading." The aide puts some materials on
the ledge where the teacher will have her reading group.
D_____ is saying something about a book. The teacher says,
#6 two times, "Put it back for me." She walks on to another
table quickly distributing folders and giving directions for
the day. Then her voice level rises and she says, "Okay, I
would like F_____ and D_____ and the rest of the group getting
ready to read and your pencils. Sit in the chairs and do not
move the chairs." She emphasizes this. F_____ and D_____
do not usually read with this group unless the aide is absent.
Seven students go to the listening post. The teacher says,
"Come on K________," she calls M_____and says,"M_____ are
you in this group?" Someone answers no, M_____ says yes.
The teacher says, "Come on bring your pencil and your eraser."
"E________ lets's go." The teacher arrives at the circle and
two or three of the students have moved the chairs from the
#7 way she wanted them. She says, "I said do not move the chairs.
"Where was that chair?" She says that two times to K_________
and straightens out the rest of the grop. Then jokingly she
says, "See what good listeners I have?" She repeats the
T. 12' directions in Spanish to E________ who has also moved a chair.
#8 The teacher sets the timer on the chalkboard ledge. M_____
moves his chair. The teacher says, "What did I say, M_____?"
The aide is moving around the room helping a few students at
their table. Then she walks on to her table. She has two
students with her in this area to help with their work. The
teacher has a stack of test booklets on her lap. She turns
each booklet to the correct page and puts the child's name
on it. Then she hands them to the student. She gives them some
directions as they receive their booklets. Then she tells
them to just set them on their laps. All we are going to do



EVENT	TIME	GROUP	DISTRACTION	CODE	COPING TECHNIQUE	CODE	TIME OFF TASK					FLOW OF INST.					ELIM. OF DIS.			COMMENTS
							<5	<10	<20	<40	>40	1	2	3	4	5	1	2	3	
1	3	m	student at desk early	11	(T)"go sit down, I'll call you"	11	✓						✓				✓			
2	3	m	students off task	15	"Shh – steve, down"	11	✓						✓				✓			
3	4	m	Gen noise	14	"Shh, you're reading out loud	13	✓						✓				✓			
4	6	m	Students off task	15	"Sit, sit, where's your book ?	11	✓						✓				✓			
5	7	M	S-S D—— + M——	13	(says their) names	11	✓						✓				✓			
6	9	m	D—— has book he shouldn't have	17	(T-)"Put it back for me" Voice tone !	51	✓						✓				✓			
7	12	T	Student position	16	"I said do not move the chairs"	11		✓						✓			✓			
8	13	S	M—— moves the chair	17	"M—— !"	13	✓						✓				✓			

FIGURE 7

SAMPLE CHECKLIST FORM

TEACHER C SIXTH OBSERVATION

(First 8 Events)

participants were actively debating specifics of observational techniques and demonstrating a rapidly growing understanding of the original observational design and intent of the classification systems.

The concluding minutes of session three were spent in a review of the ethnographic techniques participants were being asked to incorporate in the use of the quantitative observation form. To determine if this session had been effective, the trainer/developer asked all participants to return to their school sites and, if possible, prior to session four, complete a fifteen-minute practice observation in a classroom other than their team partner's, both in preparation for the upcoming actual observations and to ascertain the difficulties and successes of using ethnographic note-taking techniques.

SESSION FOUR

Session four was the final opportunity for the trainer/developer to ready the participants for collecting data.

Although the trainer/developer had planned to debrief the on-site practice observations toward the end of this session (the reader is referred to the sequence of inservice activities in an earlier section), the class had other ideas. There was so much interaction between participants, as they arrived, regarding this initial observation sample that the trainer/developer felt he had to capitalize on the inertia. Though no substitutes or classroom coverage were provided, sixteen of the twenty-three had been able to make necessary arrangements and complete the sample observation. Three of the remaining seven participants who were unable to accomplish the sample observation were on vacation break (year-round schools), and the other four teachers stated they had tried to make arrangements, but that there was reluctance on the part of administration or other teachers to cover for them.

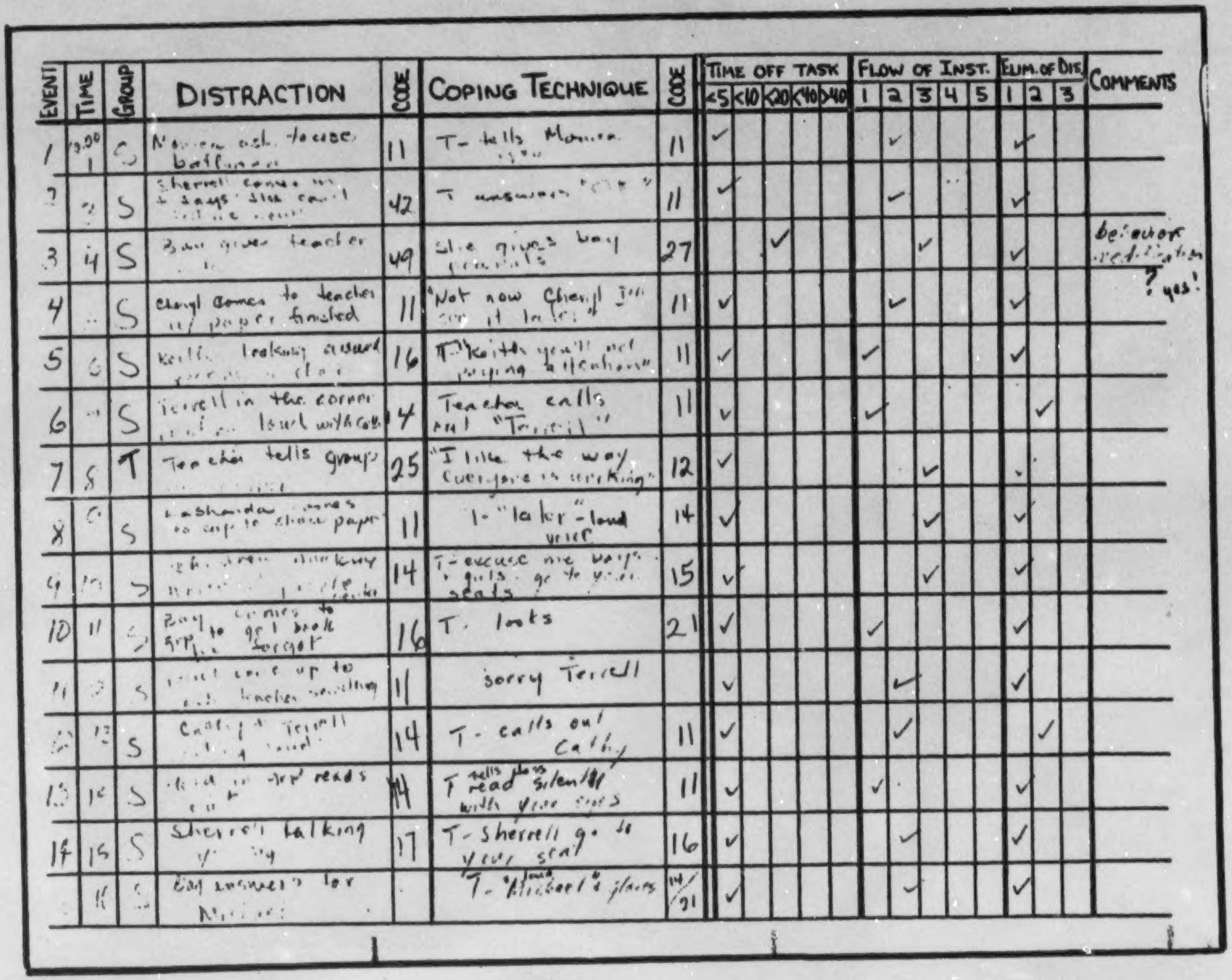
Basically, the group felt there were no major problems but that the practice had been vital because the actual classroom recording experience varied in so many more respects than they had been able to anticipate (from "fire drills" to "she [teacher] looked over at me every time I wrote something down"). Regarding the attempt to capture events ethnographically speaking, participants felt moderately successful (see Figure 8).

Since participants were responsible for attaching a correct distraction or coping-technique code to the events at the conclusion of each observation and they would be doing this at their schools rather than during inservice class time, the trainer/developer felt a critical need to spend a good portion of session four presenting and clarifying examples. Additionally, he selected an actual observation with a good variety of events from the original study, blanked out the code columns, and had participants individually attempt to code fifteen events (see Figure 9). The trainer/developer then debriefed the whole group with the correctly coded original (overhead transparency).

This activity was repeated three times with no debriefing for the final fifteen events. The final fifteen events were to be used as a reliability sampling that was transferred to mark-sensed cards (see Figure 10). A computer printout (event map, Figure 11) for each participant was returned to them at the fifth session.

SESSIONS FIVE - EIGHT

The four inservice class sessions (five, six, seven, and eight) held during the two weeks of actual observations are grouped together in



EVENT	TIME	GROUP	DISTRACTION	CODE	COPING TECHNIQUE	CODE	TIME OFF TASK					FLOW OF INST.					ELIM. OF DIS.			COMMENTS
							<5	<10	<20	<40	>40	1	2	3	4	5	1	2	3	
1	9:00	S	Monica asks to use bathroom	11	T- tells Monica yes	11	✓						✓				✓			
2	2	S	Sherrell comes in + says she can't [illegible]	42	T answers "[illegible]"	11	✓						✓				✓			
3	4	S	Boy gives teacher [illegible]	49	She gives boy praise	27			✓					✓			✓			behavior modification? yes!
4		S	Cheryl comes to teacher w/ paper finished	11	"Not now Cheryl I'll see it later"	11	✓						✓				✓			
5	6	S	Keith looking around [illegible]	16	T- Keith you're not paying attention"	11	✓					✓					✓			
6		S	Terrell in the corner [illegible] loud with Cathy	4	Teacher calls out "Terrell"	11	✓					✓						✓		
7	8	T	Teacher tells group [illegible]	25	"I like the way everyone is working"	12	✓							✓						
8	9	S	Lashanda comes to grp to show paper	11	T- "later" - loud voice	14	✓							✓			✓			
9	10	S	[illegible]	14	T- excuse me boys + girls go to your seats	15	✓							✓			✓			
10	11	S	Boy comes to grp to get book he forgot	16	T. looks	21	✓					✓					✓			
11	12	S	[illegible] come up to [illegible] teacher [illegible]	11	sorry Terrell		✓						✓				✓			
12	13	S	Cathy + Terrell talking loud	14	T- calls out Cathy	11	✓						✓					✓		
13	14	S	[illegible] reads out	14	T tells class read silently with your eyes	11	✓					✓					✓			
14	15	S	Sherrell talking [illegible]	17	T- Sherrell go to your seat	16	✓						✓				✓			
	16	S	Boy answers for Michael		T- loud "Michael's place"	14/21	✓						✓				✓			

FIGURE 8
SAMPLE CHECKLIST FORM
PRACTICE OBSERVATION

EVENT	TIME	GROUP	DISTRACTION	CODE	COPING TECHNIQUE	CODE	TIME OFF TASK <5	<10	<20	<40	>40	FLOW OF INST. 1	2	3	4	5	ELIM. OF DIS. 1	2	3	COMMENTS
31	29	S	S- interrupts		T- tells him what to do				X				X				X			
32	30	S	S- seeking praise & clarification		T- Standard						X			X			X			
33	30	S	Noise on rug		Tony come here				X					X				X		
34	31	S	Stu. stand up & talk		" Sit down " "		X			X			X				X			
35	32	S	S- problem with Story center Noise		T- looks		X						X				X			
36	33	S	Me - getting around equip.		T- fixes [illegible]						X		X				X			
37	34	S	Noise on rug		T- looks		X						X					X		
38	35	S	S- interrupt		T- he's just playing with Tony				X				X				X			
39	36	S	Yolanda playfool around		" Yolanda sit down				X					X			X			
40	37	S	Noise on rug		T- looks up		X						X				X			
41	38	S	S- interrupt		T put on hold		X							X			X			
42	39	S	S- chair falls over		T. looks up		X						X				X			
43	39	S	S- come to table to play game		Sometimes plays at another Table		X						X				X			
44 45	40	S	S- interrup		T- Tell her again - ///					X				X					X	
45	41	S	S- interrups →		Calls Monica over & [illegible] solves problem									X			X			

FIGURE 9

CHECKLIST - RELIABILITY SAMPLE

FIGURE 10

MARK-SENSED CARD
RELIABILITY SAMPLE

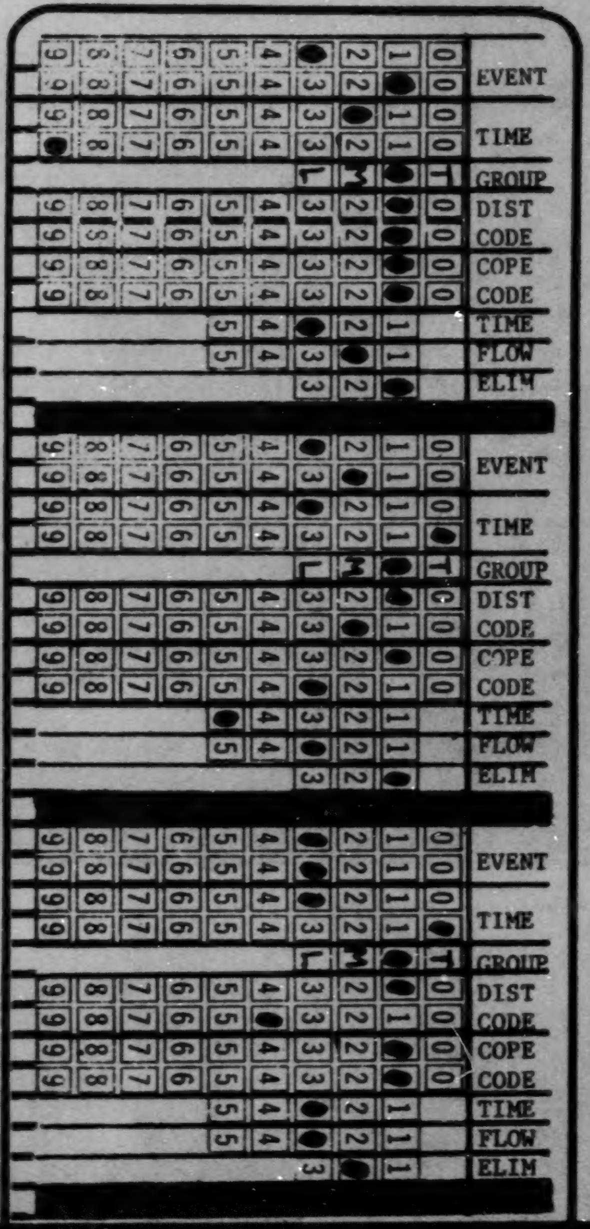


FIGURE 11

EVENT MAP
RELIABILITY SAMPLE

```
GET-EVENT1
RUN
EVENT1

WHAT TEACHER DO YOU WANT AN EVENT MAP PRINTER FOR (A-Z)?G
WHICH OBSERVATION NUMBER?1
SET PAPER TO TOP OF FORM AND HIT <RETURN>

                         EVENT  MAP


      TEACHER CODE: G                         OBSERVATION #1

-----------------------------------------------------------------------
 EVENT | TIME | GROUP | DISTRACTION | COPING | E F F E C T I V E N E S S
   #   |      |       |    CODE     |  CODE  | TIME | FLOW | ELIMINATION
-----------------------------------------------------------------------
   31  |  29  |   S   |     11      |   11   |    3 |   2  |     1
   32  |  30  |   S   |     12      |   13   |    5 |   3  |     1
   33  |  30  |   S   |     14      |   11   |    3 |   3  |     2
   34  |  31  |   S   |     11      |   11   |    4 |   2  |     1
   35  |  32  |   S   |     14      |   21   |    1 |   2  |     1
   36  |  33  |   S   |     14      |   27   |    5 |   2  |     1
   37  |  34  |   S   |     14      |   21   |    1 |   2  |     2
   38  |  35  |   S   |     11      |   19   |    3 |   2  |     1
   39  |  36  |   S   |     15      |   11   |    3 |   3  |     1
   40  |  37  |   S   |     13      |   21   |    1 |   2  |     1
   41  |  38  |   S   |     11      |   17   |    1 |   3  |     1
   42  |  39  |   S   |     18      |   20   |    1 |   2  |     1
   43  |  39  |   S   |     16      |   16   |    1 |   2  |     1
   44  |  40  |   S   |     11      |   11   |    4 |   3  |     3
   45  |  40  |   S   |     15      |   27   |    5 |   3  |     1
```

this report because about half of each of these class sessions was spent clarifying coding, transfering data to mark-sensed cards, and verifying event maps of previous observations, and these data-processing activities were obviously repetitious. It should, however, be noted there was always a great deal of interaction between participants during this data processing. In fact, these opportunities to re-examine the "rough" observation forms while transferring the information to the mark-sensed cards became the source of many of the participants' first insights about distraction-coping events in their classrooms and this kind of an inservice experience in general.

The researcher met frequently with the trainer/developer outside the hours of the inservice class to plan the logistics of getting the rough data to the computer card reader and then back to the teachers in the form of a computer printout (event map). The reader is referred to *The Evolution of the Study* and *The Formal Research Study* for more descriptive details of this data-processing methodology, since the process was virtually duplicated verbatim.

With only three exceptions,* all participants commenced their observations Monday through Thursday of the third week and concluded the observations Monday through Thursday of the fourth week. With members teamed usually in pairs, partner B observed partner A Monday and Tuesday, then the roles were reversed for Wednesday and Thursday. The second week, partner A observed partner B first, thus all participants were observed for a four-day block that included a Monday, Tuesday, Wednesday, and Thursday. The observations varied between forty-five minutes to an hour, focusing on the reading period.

---

* Three teachers on break from their year-round school dropped out for these two weeks only to resume the class during final sessions nine and ten and, thence, to continue for three more weeks with the trainer/developer meeting with them at their school site.

Three additional activities were unique to session five and deserve description at this point:

1. The trainer/developer invited the central office administrator, who was the project liaison person for this and other staff development designs, to share with the participants the historical background of the IR&DT project as viewed by his office. He was, in turn, invited to sit in and interact with participants as they commenced analysis of their first two days of observations.

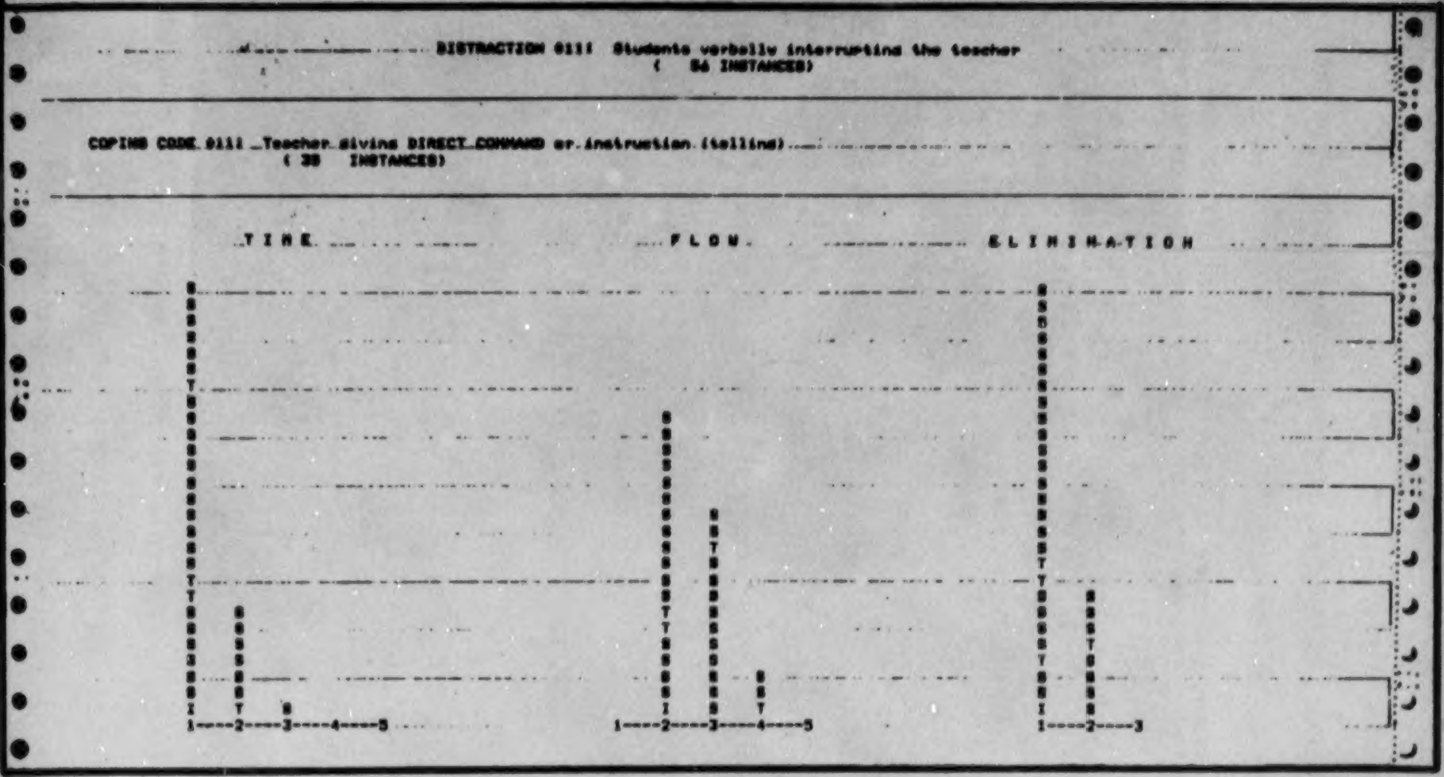
2. The researcher had returned the reliability sample to the trainer/developer with directions vital to the future processing of the mark-sensed cards (see Appendix I). As both the researcher and the trainer/developer had discovered during the original study, these cards required very careful alignment and marking and, consequently, much time was spent encouraging and coaching participants in their marking skills and providing alerts regarding the latest idiosyncrasies of the card reader.

3. As ground work for analyzing the summary data from the original study, as well as the summary data from their own observations, the trainer/developer chose this time to introduce the "Distraction Profile" of the original group's data (a histogram displaying the percentage of distractions for all eight teachers' data combined), and some sample computer printouts that illustrated the relative effectiveness (TIME, FLOW, and ELIMINATION) of various coping techniques (see Figure 12).

During session six, the key activities to supplement the continuing

FIGURE 12

SAMPLE OF COMPUTER PRINTOUT OF "TIME", "FLOW" AND "ELIMINATION" HISTOGRAMS



```
DISTRACTION 0111  Students verbally interrupting the teacher
                          (   56 INSTANCES)

COPING CODE 0111 _Teacher giving DIRECT COMMAND or instruction (telling)
                 ( 35   INSTANCES)
```

1 = LESS THAN 5 SECONDS
2 = 6 - 10 SECONDS
3 = 11 - 20 SECONDS
4 = 21 - 40 SECONDS
5 = MORE THAN 40 SECONDS

CODE: I=INDIVIDUALIZED INSTRUCTION
S=SMALL GROUP
L=LARGE GROUP
T=TRANSITIONAL TIME

1 = NO APPARENT BREAK IN THE INSTRUCTIONAL FLOW (DISTRACTION IGNORED)
2 = DISTRACTION MAINLY TO TEACHER; DOESN'T BOTHER STUDENTS
3 = MINOR DISTRACTION TO BOTH TEACHER AND MOST STUDENTS IN THE GROUP
4 = INSTRUCTION DISRUPTED, BUT TEACHER BRINGS THE GROUP BACK
5 = INSTRUCTION COMPLETELY DISRUPTED; VERY DIFFICULT OR NOT POSSIBLE TO BRING THE GROUP BACK TO TASK

1 = APPARENT ELIMINATION OF DISTRACTION
2 = DISTRACTION CONTINUES AT A REDUCED (ACCEPTABLE) LEVEL
3 = DISTRACTION CONTINUES AND TEACHER USES ANOTHER TECHNIQUE

data-processing routine described above were the return of the researcher for a presentation of tentative findings from the original study, and a visit by the director of the district's Inservice Education Department.

The researcher, as well as the original eight teachers, were still, to varying degrees, in the process of analyzing data at the time the inservice class was being conducted. Nevertheless, the researcher prepared detailed and comprehensive graphic displays that supported some of the tentative conclusions of the original study. He reviewed the Distraction and Coping Classification Systems, Distraction and Coping Profiles, and some of the findings that had become clear very early on (from analysis by the original team during the intervention session, March, 1978). The researcher concluded his presentation by explaining and providing examples from a summary chart that dramatically isolated the most and least effective distraction-coping linkages (see Figure 13).

Following the capsulization of the findings to date, the director of inservice education was introduced and he provided a brief overview of his role in the process and the district's interest and awareness of this class and the entire project.

By Tuesday, October 10 (the seventh session), half of the participants had completed the four required observations. The other half had been observed four times and all participants* were within two days of completing their observations. The interactive data-processing portions of each session were louder, more active, and the list of insights for each participant began to grow and be shared more readily.

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* Except the three teachers from the year-round school, who would not be able to be a part of the first aggregation of data.

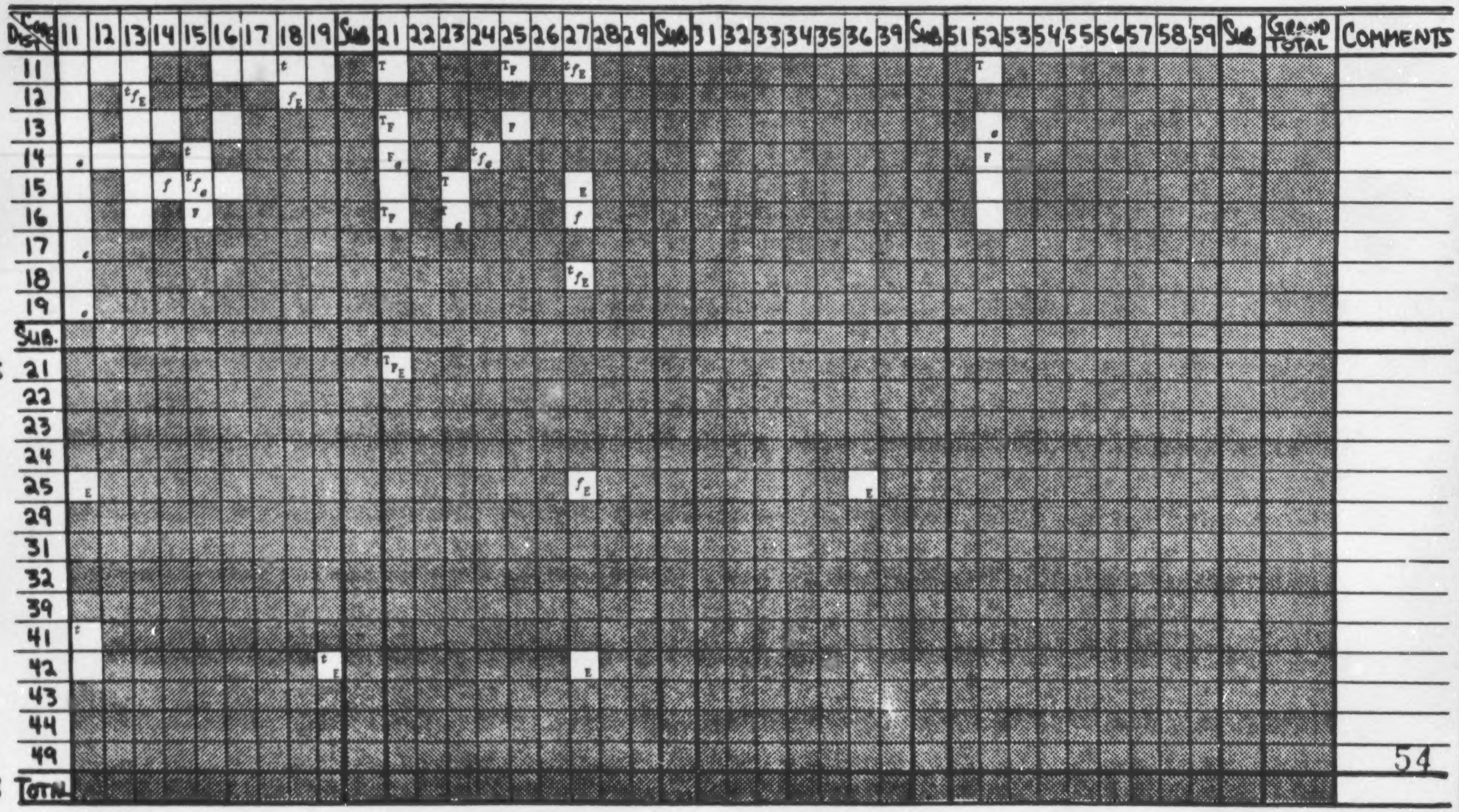
FIGURE 13

SUMMARY DISPLAY OF THE MOST AND LEAST EFFECTIVE DISTRACTION-COPING LINKAGES

DISTRACTION X COPE

GROUP Teachers A-Z, Observations 1-9

STAT. Relative Effectiveness



Dist / Cope	11	12	13	14	15	16	17	18	19	Sub	21	22	23	24	25	26	27	28	29	Sub	31	32	33	34	35	36	39	Sub	51	52	53	54	55	56	57	58	59	Sub	Grand Total	Comments
11	☐	☐	☐			☐	☐	t	☐		T				T F		t f E													T										
12	☐		t f E					f E																																
13	☐		☐	☐		☐					T F				F															e										
14	e	☐	☐		t						F e			t f e																F										
15	☐		☐	f	t f e	☐					☐		T				E													☐										
16	☐		☐		F						T F		F e				f													☐										
17	e																																							
18	☐																t f E																							
19	e																																							
Sub.																																								
21											T F E																													
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25	E																f E									E														
29																																								
31																																								
32																																								
39																																								
41	t																																							
42	☐								t E								E																							
43																																								
44																																								
49																																								
Total																																								

Code: T,F,E, indicate Distraction-Coping Linkages which ranked most effective in TIME, FLOW and ELIMINATION, respectively.
t,f,e, indicate Distraction-Coping Linkages which ranked least effective in TIME, FLOW and ELIMINATION, respectively.

Titles and examples of distractions and coping techniques may be found in Appendix

The trainer/developer introduced two additional activities during the seventh session. The first of these activities was a directed and in-depth look at the histograms from the original study.* Each table of four to six participants was provided with a printout set of the aggregated data (all eight teachers, all nine observations) from the original study. Then, when directed by the trainer/developer, the entire class turned to a specific histogram (see Figure 12 as an example), spent a few minutes discussing it in the small groups, and then shared their findings with the whole class. By the conclusion of this activity, participants were demonstrating a good understanding of this type of data display (e.g., cross referencing patterns because of similar patterns of effectiveness or ineffectiveness).

The concluding activity for session seven was a sharing by the trainer/developer of those management techniques that he had suggested to the original teachers, and they had verified as being helpful (e.g., the Glasser technique of disciplining students, furniture arrangements, and special nonverbal signals for key students).

Additionally, the trainer/developer was able to share with the participants some "new" techniques developed and, to varying degrees, tried and tested by the original participants (the reader is referred to the intervention, conclusion, and insights sections of *The Teacher Case Studies* for a detailed description of these techniques and the teacher's conclusions).*

---

* During the intervention phase of the original study, the team members had reviewed and studied the aggregated data for all distraction-coping linkages. This experience had readied them for contrasting the patterns revealed in their individual printouts against the total group. Because of the apparent effectiveness of this activity for the original team, it seemed only logical to use this as a readiness step in the inservice design.

The debriefing session that commenced during the eighth session (all observations were now completed) had as its general theme the sharing of unique observation experiences and additional insights. This, by far, was the most interactive session, almost cathartic in quality. (The trainer/developer taped the experience, but as one might guess, there were too many participants talking at once or overlapping the previous speaker to be able to sensibly transcribe the activity.) The trainer/developer recalls one event specifically. A teacher emotionally described how "up tight" she was, being observed for the first time. The trainer/developer, in paraphrasing this feeling back to the group, used the expression, "felt uneasy about being observed . . .," and the teacher interjected immediately, "No! I said very up tight!"

While many unique distraction-coping linkages were shared, the group agreed that as far as they were concerned, they didn't need any like the one that came from a grade 2-5 loft situation: S → T (Student tells teacher) "There's a dead frog in the toilet (Distraction #18, PHYSICAL DISORDER TO THE CLASSROOM ENVIRONMENT OR TO STUDENTS). The teacher's choice of a coping technique as recorded by the observer: "Teacher ignores" (Coping Technique #25, TEACHER IGNORING DISTRACTION AFTER EXHIBITING AWARENESS OF THE DISTRACTION).

Session eight concluded with the trainer/developer reviewing and detailing the process utilized by the original teacher group to analyze their data during the summer months and to arrive at their conclusions and findings in the teacher case studies. In order to assist class participants in refining their growing lists of insights and to promote a broader analysis of the quantitative-qualitative data from the just completed observations, the trainer/developer asked participants to read through a copy of the Teacher Y insights section* and to develop a list of questions related to her position at the end of the study, and their own as they approached the final two sessions.

---

* During the intervention phase of the original study, the trainer/developer sought information from a wide variety of district resource staff members on how to cope with those specific distractions identified as having the highest priority by the eight teachers. The results of this search were embarrassingly minimal.

SESSION NINE

Session nine was the first opportunity** (other than their daily event maps) for the class participants to examine the quantitative data that they had gathered during their observation cycle. Using the same computer program as the original study, the researcher was able to provide the trainer/developer with three different aggregations of data: (1) ALL - a display noting the frequency of instances a particular distraction occurred for all twenty teachers over the four observations and the frequency with which a particular coping technique was used (linked) to that specific distraction. If there were five or more instances of use of a particular coping technique with a distraction, then the printout included a set of three effectiveness histograms (Figure 14); (2) SELF-CONTAINED - a similar display but included only data of observations conducted in self-contained classrooms (Figure 15); and (3) LOFT - similar display but included only data of loft classrooms (Figure 16). As a result of the interaction activity on developing an insight paper (session eight), the teacher participants had made the decision to call for these three types of printouts as opposed to other possibilities (e.g., aggregation by grade level or areas of the district, etc.). In addition to selections of program printouts, they had decided they wanted to contrast the aggregate of all their observations (80) against the aggregate of all observations for the original (72). This was done page by page, with the trainer/developer serving only as a facilitator and noting comments

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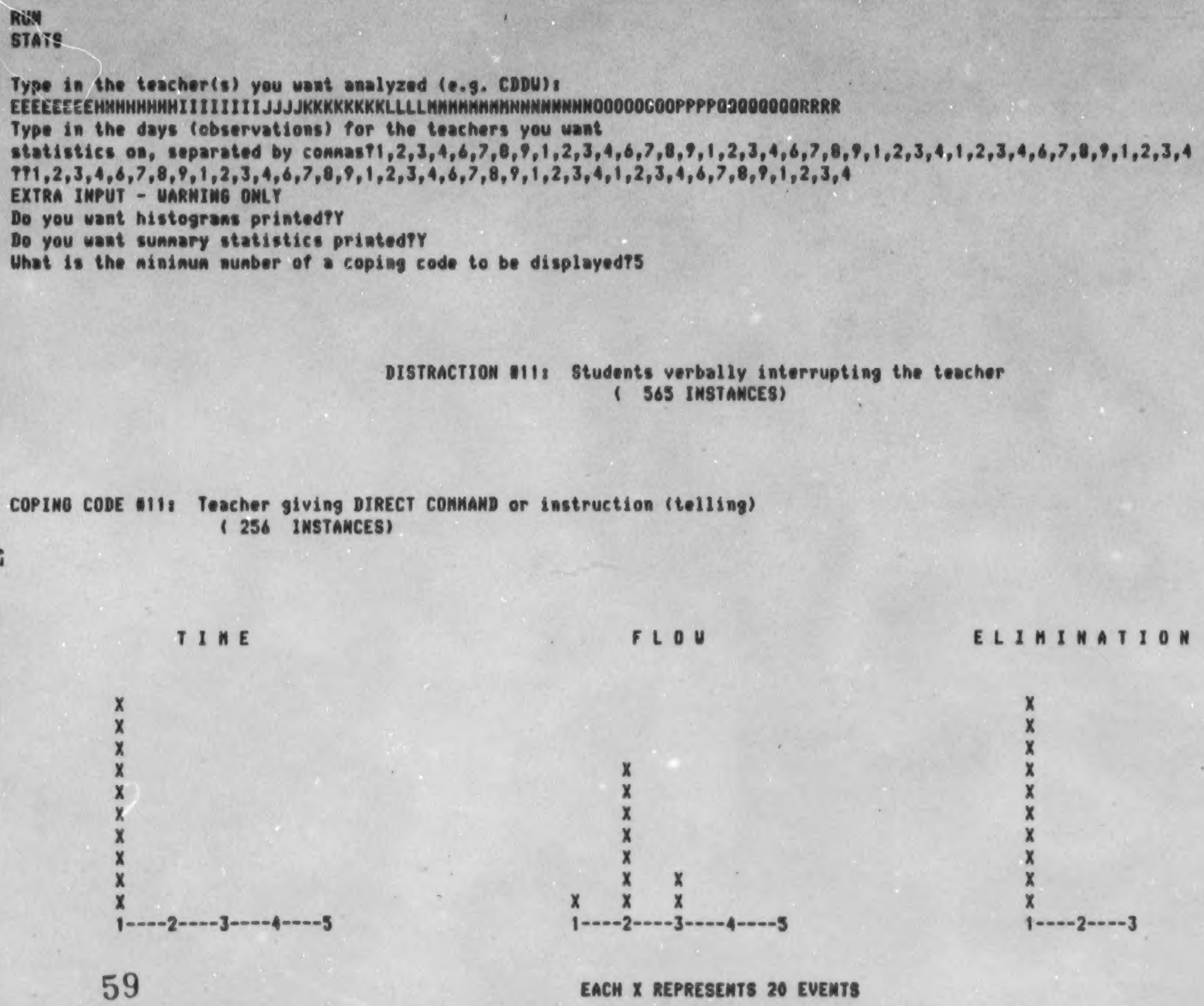
* At this point, only Teacher C's and Teacher Y's insight sections had been proofed and edited for final typing.

**In fact, only three school days and a weekend had intervened between the last observations and the complete printout of aggregated data for all twenty teachers for all four observations. The aggregated data included only twenty teachers because of the three teachers on break from their year-round school; however, these three teachers now resumed the class and would commence their observations in their own classrooms in one week.



```
RUN
STATS

Type in the teacher(s) you want analyzed (e.g. CDDW):
EEEEEEEEHHHHHHHHIIIIIIIIJJJJKKKKKKKKLLLLMMMMMMMMNNNNNNNNOOOOOCOOPPPPQQQQQQQQRRRR
Type in the days (observations) for the teachers you want
statistics on, separated by commas?1,2,3,4,6,7,8,9,1,2,3,4,6,7,8,9,1,2,3,4,6,7,8,9,1,2,3,4,1,2,3,4,6,7,8,9,1,2,3,4
??1,2,3,4,6,7,8,9,1,2,3,4,6,7,8,9,1,2,3,4,6,7,8,9,1,2,3,4,1,2,3,4,6,7,8,9,1,2,3,4
EXTRA INPUT - WARNING ONLY
Do you want histograms printed?Y
Do you want summary statistics printed?Y
What is the minimum number of a coping code to be displayed?5



                                   DISTRACTION #11:  Students verbally interrupting the teacher
                                                         (  565 INSTANCES)



COPING CODE #11:  Teacher giving DIRECT COMMAND or instruction (telling)
                    ( 256  INSTANCES)



                T I M E                                   F L O W                         E L I M I N A T I O N


          X                                                                                     X
          X                                                                                     X
          X                                                                                     X
          X                                               X                                     X
          X                                               X                                     X
          X                                               X                                     X
          X                                               X                                     X
          X                                               X                                     X
          X                                               X    X                                X
          X                                          X    X    X                                X
          1----2----3----4----5                      1----2----3----4----5                      1----2----3

                                                      EACH X REPRESENTS 20 EVENTS
```

FIGURE 14

SAMPLE HISTOGRAM - ALL PARTICIPANTS

```
RUN
STATS

Type in the teacher(s) you want analyzed (e.g. CDDW):
EEEEEEEEHHHHHHHHIIIIIIIIJJJJKKKKKKKKLLLL
Type in the days (observations) for the teachers you want
statistics on, separated by commas?1,2,3,4,6,7,8,9,1,2,3,4,6,7,8,9,1,2,3,4,6,7,8,9,1,2,3,4,1,2,3,4,6,7,8,9,1,2,3,4
Do you want histograms printed?Y
Do you want summary statistics printed?Y
What is the minimun number of a coping code to be displayed?3



                                    DISTRACTION #11:  Students verbally interrupting the teacher
                                                          (  369 INSTANCES)



COPING CODE #11:  Teacher giving DIRECT COMMAND or instruction (telling)
                    ( 168  INSTANCES)



                T I M E                                     F L O W                          E L I M I N A T I O N

          X                                                                                       X
          X                                                                                       X
          X                                                X                                      X
          X                                                X                                      X
          X                                                X                                      X
          X                                                X                                      X
          X                                                X                                      X
          X                                                X                                      X
          X                                                X                                      X
          X                                                X                                      X
          X                                                X                                      X
          X                                                X    X                                 X
          X    X                                           X    X                                 X
          1----2----3----4----5                       1----2----3----4----5                       1----2----3

                                                       EACH X REPRESENTS 10 EVENTS
```

FIGURE 15

SAMPLE HISTOGRAM

SELF-CONTAINED PARTICIPANTS

```
                         DISTRACTION #16:  Student's physical position or location
                                                 ( 160 INSTANCES)

COPING CODE #11:  Teacher giving DIRECT COMMAND or instruction (telling)
                 ( 65   INSTANCES)

                T I M E                                    F L O W                         E L I M I N A T I O N

          X                                                                                     X
          X                                                                                     X
          X                                                                                     X
          X                                               X                                     X
          X                                               X    X                                X
          X                                               X    X                                X
          X                                               X    X                                X
          X    X                                          X    X                                X
          X    X                                          X    X                                X
          1----2----3----4----5                      1----2----3----4----5                      1----2----3

                                              EACH X REPRESENTS  5 EVENTS

                T    S    I    L COMBINED                 T    S    I    L COMBINED                 T    S    I    L COMBINED

N              18   38    0    9       65  N             18   38    0    9       65  N             18   38    0    9       65

MEAN         1.33 1.42 0.00 1.11     1.35  MEAN        2.28 2.50 0.00 2.33     2.42  MEAN        1.11 1.42 0.00 1.00     1.28

SUM OF X'S     24   54    0   10       88  SUM OF X'S    41   95    0   21      157  SUM OF X'S    20   54    0    9       83

SUM OF SQRS    38   98    0   12      148  SUM OF SQRS  101  249    0   51      401  SUM OF SQRS   26   96    0    9      131

STD DEV      0.58 0.75 0.00 0.31     0.67  STD DEV     0.65 0.55 0.00 0.47     0.58  STD DEV     0.46 0.71 0.00 0.00     0.62
```

FIGURE 16

SAMPLE HISTOGRAM

LOFT PARTICIPANTS

(e.g., "The linkage patterns in the original study of eight teachers and 72 observations with 3062 distractions seems to correlate highly with the linkage patterns of our twenty teachers, 80 observations, and 2823 distractions"). Following this activity, the printout display for self-contained classrooms was compared and contrasted with the printout for loft classrooms utilizing the above procedure.

Teachers B and C had joined the class and copies of the insights sections of their case studies were distributed. They provided an informal and candid sharing of their insights over the fifteen months of being involved in the IR&DT process. They concluded with changes they had instituted in their classrooms as a result of the study and discussed some changes in curriculum requirements at their school site (September, 1978) that required its own set of "coping techniques" for teachers and students.

Session nine concluded with the trainer/developer building on the issue raised by Teacher C and supported by the other team members that some quick daily self-checking or evaluation form be employed to keep track of particular coping techniques. The short interaction session that followed provided a format acceptable to the group that the trainer/developer could have ready for distribution during the tenth and final session.

SESSION TEN

Session ten was highlighted by each participant receiving her own set of linkage printouts. The principal activity for each individual at this point was to compare and contrast her own pattern of effectiveness for a particular distraction-coping linkage with (1) the whole inservice group aggregate, or (2) the original team aggregate, or (3) the loft or self-contained aggregate, or (4) her grade-level counterpart, or (5) her team partner, or (6) a combination of the above. To accomplish this task, "stations" were set up in the classroom to let participants move about and examine data displays.

Findings of time loss data from the original study were presented by the trainer/developer and participants were then asked to compute their own time loss data sheet (see Figure 17), using the summary data on their individual printouts. They were then to contrast this average time loss per observation with their original estimate made during the first class session (see Figure 3) and consider this information as a source of further insights.

The posttest observation was not conducted* and in its place, an interactive/discussion session was initiated by the trainer/developer asking participants to subjectively evaluate growth of observational skills over the five-week period.

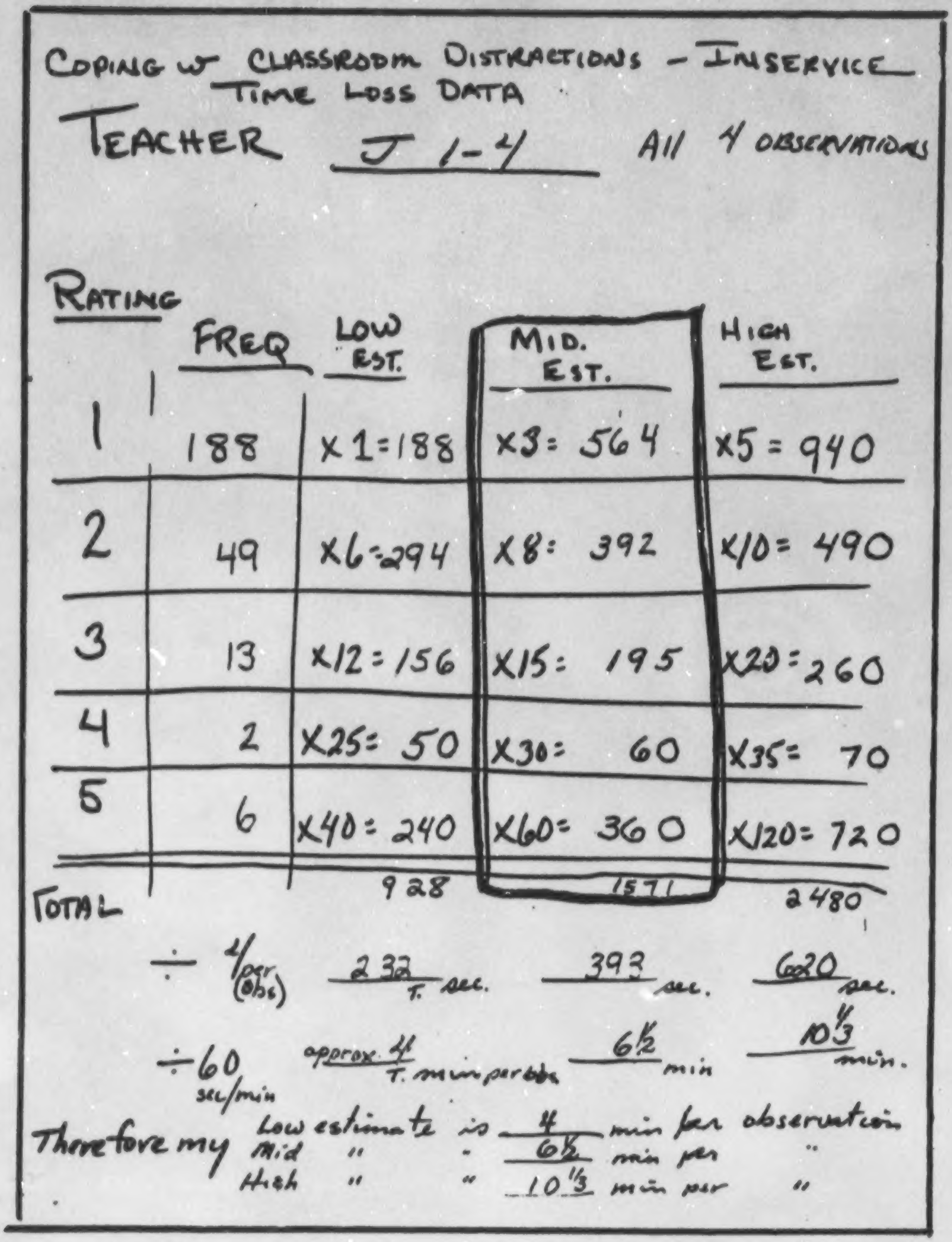
The trainer/developer distributed the participant-developed (from session nine) Teacher Daily Evaluation Form. Participants were directed to determine which two or three original or "new" coping techniques they were going to employ and analyze for at least a ten-day period. These were to be returned to the trainer/developer in the school mail at the end of this time block for summarizing (see Figure 18). The trainer/developer would follow up with an informational

---

* Between the third and fourth inservice class sessions, the inservice bungalow was broken into and the district's video-tape cassette player was stolen, along with Teacher B's video tape.

FIGURE 17

SAMPLE TIME LOSS DATA SUMMARY



COPING W/ CLASSROOM DISTRACTIONS - INSERVICE
TIME LOSS DATA

TEACHER J 1-4 All 4 OBSERVATIONS

RATING	FREQ	LOW EST.	MID. EST.	HIGH EST.
1	188	x 1 = 188	x 3 = 564	x5 = 940
2	49	x6 = 294	x8 = 392	x10 = 490
3	13	x12 = 156	x15 = 195	x20 = 260
4	2	x25 = 50	x30 = 60	x35 = 70
5	6	x40 = 240	x60 = 360	x120 = 720
TOTAL		928	1571	2480

÷ 4 per (obs) 232 T. sec. 393 sec. 620 sec.

÷ 60 sec/min approx. 4 T. min per obs 6½ min 10 1/3 min.

Therefore my Low estimate is 4 min per observation
Mid " " 6½ min per "
High " " 10 1/3 min per "

1st Day

FIGURE 18

SAMPLE
TEACHER DAILY EVALUATION FORM

(Try to record your evaluation of the distraction/coping events **immediately** following the reading period.)

Of the three (or more) coping techniques I chose to focus upon and evaluate daily.	Number of times Utilized	Number of times Effective	Number of times Not Effective	Improved upon the technique (yes or no)	REMARKS
Technique #1 Number ⑪ Direct Command	5	3	2	NO	Used just the name! Pete! Sandy! Pam!
Technique #2 Number ⑭ Voice Inflection	4	4	0	NO	Used a gentle voice - surprised students.
~~Technique #3~~					

My most unusual distraction....

One boy consistently not knowing what to do

My most "bothersome distraction...

Pete - consistently needing reassurance

OPTIONAL: A fantastic new coping technique ...

newsletter sharing findings from the review of the self-evaluation forms.

The last session and the course itself concluded with the completing and handing in of the insight papers.

EVALUATION OF TRAINING/DEVELOPMENT ACTIVITIES

INSIGHTS - PARTICIPANTS

The trainer/developer, at midpoint in the course, had announced to the participants that they would be responsible for keeping a list of insights. These insights were to cover any and all aspects of the inservice experience that provoked, for that participant, a deep-felt truth (an elucidating glimpse) about course content or process from traveling back and forth to the inservice class, to on-site observations, to interactions with other faculty members back at school. These insights would be open and without structure in the belief by the trainer/developer and the IR&DT team that those positions taken by the participants in their insights should show a relation to the course objectives* if those course objectives were relevant and worthy of pursuit.

The insights were very often evaluative in nature (see Figure 19), including both positive and negative positions. The trainer/developer, in the following few pages, has attempted to select quotes from their insight papers that provide a representative sampling of reactions related to a particular objective.

Objective: . . . demonstrate awareness and knowledge of the San Diego IR&DT design and strategy

Participant Insights:

> *Distractions don't bother me as much any more - now that I have become aware of "distractions" as such I can laugh at them and accept them as part of my job.*

---

* The specific course objectives were never at any time shared with the participants. As stated in the inservice announcement, participants were told only that they would examine the results of a research study, conduct some observations, identify their distractions, and, hopefully, be able to cope with these distractions more effectively.

FIGURE 19

Teacher R1-4 INSIGHTS

I have mixed emotions regarding the insights for this class. My first insight is: This was an exhausting experience!

Regarding the observations: Commuting to and from two schools miles apart was very difficult. When I signed up for this class I thought I would not have to leave my school site, but the other three people at my school dropped out, so I was left alone. Hence, I had to be paired with someone from another school.

I disliked leaving my Kindergarten class for 4 days out of 10 and many parents expressed (during parent conferences) their child's concern that I was absent again! In order to maintain the regular program as much as possible I would hurry back to my school as soon as I could to resume teaching of my class.

I enjoyed meeting L__ from T__, but our school plants are opposites---hers a self-contained class and mine is a multigraded (K-1) team teaching, year-round, open space loft class. Besides plant differences, L's teaching style and mine are entirely different. Her tolerance for noise is much higher than mine and her 27 children as a total group were much noiser than our 60, excluding the noise from the other tracks. However, there were many factors affecting the noise level of the loft at this time.

...Track B (our middle neighbors) moved out on Friday. Fact: Noise level for the track moving is usually higher because kids are doing art related projects as teachers get materials and curriculum materials packed away in cupboards.

...Holiday art (Halloween) increases class socialization.

...new parent workers (substitutes) in our class cause more distractions because they do not know what to do (even though their assignment is written in a notebook).

...Our class took a walking field trip to the fire station one day that L__ observed, hence, the observation was shortened.

Recording of data on cards: The recording of the coding on the observations was of some concern to me. Much of the coding (11, 11) or (11, 12) was based on the value judgment of the observer. What is a clarification in one class can be a serious interruption in another class. I feel there was not enough consistency in the definition of such terms as: distraction, flow of instruction, and elimination of distraction.

Record of the Classroom Distractions: Two conclusions that I had, regarding my classroom distractions, were confirmed by L__. The first one is that "key students" dominate the interruptions. Also many of the distractions in my room are caused by other personnel in and around the school such as: nurse (All Kindergarteners get their hearing, sight, weight and measurement checked the first few months of school). SIP office workers, parent volunteers, and last but not least our room aides.

Years ago I taught with no classroom helpers (rather effectively too, I think) and today I spend many hours a month before, during and after school on parent education.

SUMMARY

The logistics of getting a substitute teacher worked well for me. I had the same sub for 4 days. She had worked in another room at our school before this assignment so the loft situation was not completely new to her.

During the course of the 10 class meetings I enjoyed interacting with two upper grade teachers (who were partners) from my school.

But the ten class meetings (leaving school early two days a week for two months) coupled with parent conferences, the hot weather, and the observations demanded a tremendous amount of time and energy during a very busy time in the school year.

Dave: Thanks and HAPPY HOLIDAYS....

While I hadn't realized there were so many distractions, neither had I thought of them as being so quickly resolved and eliminated.

Likewise, I was surprised -- both in observing and being observed -- that while the teacher was distracted, the children were not that distractable. Hardly ever were more than the one child or his/her immediate neighbor bothered -- and most often it was just the teacher taken off task.

As I go along and think about changes, I need to remember that coping techniques depend greatly on a teacher's teaching style. Teaching styles are very difficult to change.

Objective: . . . evidence participatory skills in the interactive process of a modified IR&DT design

Participant Insights:

I learned a lot of good techniques from the other members of this study. I have begun to use these and am experiencing success in new areas. For example, I use a one-minute timer for transition and have eliminated all distractions during this time because the children are so concerned with getting to their center and settled within this time that I am no longer involved with miscellaneous questions and transition lasts no longer than 60 seconds. Yea! Yeah!

Though at different grade levels, my partner's basic philosophies are similar and likewise reflected in our classrooms. I wonder if I'd feel as positive about this whole experience -- both observing and being observed -- if she were considerably more free-wheeling or fundamental than I?

I've found it helpful to have 2 teachers from my site involved. This has given us a chance to reflect on, share, and discuss ideas and experiences. There is an interest among other staff members in what we are doing, and I think that an extension of the project would be well received and beneficial.

Objective: . . . demonstrate knowledge of, and become sensitized to, the number and variety of classroom distractions occurring regularly in many classrooms.

Participant Insights:

Had previously regarded distractions as largely negative -- but notes/comments indicate large number of positive ones.

I was amazed at how specifically my partner's observations of me pinpointed three particular students who caused many distractions because they were so frequently off task. Before the observations I could have identified them as "behavior problems" *but the study helped me zero in on their pattern of distracting me. I knew they had work to do, yet I perceived that they were not working. I have now made it a point, before meeting with reading groups, to ask each of these students what they are planning to work on for the coming period and to see that they have all of the necessary materials. This seems to help them focus on a specific task, thus cutting down on the number of times I have to interrupt my lesson to remind them of what they should be doing. At the end of the period I do a quick check to see how much of what they planned to do they did, in fact, accomplish.*

Objective: . . . identify a variety of coping strategies and demonstrate knowledge of their effectiveness with respect to:

(1) minimizing instructional time loss
(2) minimizing disruption to flow of instruction
(3) eliminating the distraction

Participant Insights:

I made some changes in the physical environment of my room and of my program because of what I saw. I have resolved most of my student-to-student distractions by doing this. I no longer have so many children concentrated in one space in the room.

I was made very conscious of the direct command approach in the classroom. At first, I believed it was the wrong technique to use but now feel it is not only valid but very useful in eliminating a problem quickly and efficiently. I also learned, however, that there are many other ways of handling a problem. If the class did anything, it made me aware of my many alternatives in coping.

After reading the notes taken by my partner, I am pleased with my coping techniques. I'm a lot more positive than I thought, and I do a lot of touching, which I feel the children need. One area that I am already improving on are my silent coping techniques. I have two little boys who are not naughty in the room, but they are both vocally very loud. So I am trying the silent signals with them. It seems to be working.

I have realized that many time-consuming interruptions come from school related programs (math lab, reading lab, science lab, new students entering, nurse's requests for health screening of certain students). Since all of these are important and necessary interruptions I have had to face (cheerfully?) the fact that they will always exist so I should channel my energies to co-exist, not resist.

Objective: . . . demonstrate a gain in functional observational skills

Participant Insights:

I feel that inservice programs which incorporate in-class observations of normal teaching situations are most beneficial in that they promote a form of self-awareness. In a way, we become the observer in our room and see, more objectively than usual, exactly how our various programs are conducted. This in turn produces varying degrees of insight and rumination, both of which are invaluable for the constant, on-going evaluation effective, dynamic teaching requires.

I have always liked to visit other classrooms. I participated in EOC as well as this project. This project has made me feel good knowing that other teachers have the same problems as I; and I have been coping with distractions as well as anyone else.

One benefit that I see of teacher observing teacher is the fact that these observations are very specific and do not necessarily call for an evaluation of the teacher as a teacher. This creates a non-threatening climate because what we are doing is non-judgmental. The observer supplies the teacher who is being observed with facts. The observed teacher is left to decide what those facts mean to effective classroom management.

Objective: . . . rate the IR&DT inservice design as effective in meeting teacher needs related to classroom problems and classroom management.

Participant Insights:

I feel that finally a research project has been done that makes some sense to the teachers and reflects what really is going on in the classroom.

I feel that I have greatly benefited by being a participant in this class. The benefits are of an immediate and of a long range nature. There are new learnings and some relearnings. It has helped to discuss with friends and fellow teachers my class and the distractions. Education needs to be a humanized process, but it has been good to see some hard, isolated facts about my classroom techniques and management.

This has been one of the most rewarding studies that I have participated in. It has enabled me to see other teaching styles and become more aware of my daily class experiences.

On the whole I found the program to be extremely interesting and thought provoking. It's nice when I feel that I'm tapping more of my mental resources than is typical during a regular teaching day.

I have really learned a lot from this class. It has been great! You have truly made this class with your patience and your delightful sense of humor.

Other staff members have become interested in this distractions study. Several teachers and ancillary personnel have become more aware of themselves as distraction creators and searched for ways of eliminating or minimizing their interruptions during class time.

I would like to see an inservice class offered with the basic format of this one. It would be beneficial not only for teachers, but for administrators and others who have been away from the classroom for some time. All participants would benefit from the research information, the interactions with other teachers and from the heightened awareness level gained.

1. *Who will read the findings of the study? Can we hope for feedback from the Ed Center?*
2. *Will follow-up studies suggest preventative techniques?*
3. *Will administrators be trained to check distractions as a means of increasing teaching time and reducing stress?*

EVALUATION - INSERVICE EDUCATION DEPARTMENT

The insight papers were collected by the instructor at the last session. Obviously, there could be a reluctance on the part of the participants to be totally open in their remarks. To offset this possibility and to call for evaluation that specifically focused on the worth of this kind of an inservice experience, the trainer/developer went to the inservice office (after all course commitments had been completed, all participants had been notified of credit given or had been reimbursed by check) and asked for that office to conduct an independent evaluation of the course. By the time this report had to be sent to duplicating, sixteen evaluations had been returned and summarized (see Appendix I). In general, fifteen participants concluded that the inservice activity met their needs "very much" and one participant indicated that the activity was "somewhat" adequate in meeting his/her needs.

IMPLICATIONS FOR FUTURE REPLICATIONS

To answer questions regarding the possibility of future replications of this model, it seems only logical to re-address those major concerns initially raised by the National Advisory Panel in the critique of the original training/development proposal (see Appendix K). Each of the four major questions (concerns) is listed below followed by the IR&DT team's initial response of June 29, 1978. The statement that follows is an update on that response based on the results of the class and looking toward the future.*

Question 1: Is the training feasible given time and money limitations?

Item: ". . . training required a lot of IR&DT team support."

Response: Yes, on the initial package only. The first offering includes team involvement and support not necessitated by design but primarily out of desire of the team working with the trainer/developer to provide ongoing feedback, evaluation, and change as necessary to shape a successful first experience for the participants.

In reality, only two brief visits each over the ten class sessions by Teachers A, B, and C were necessary to share their experiences and insights. The researcher (on two different visits) made two presentations to the class. Additionally, the trainer/developer had to prevail upon the researcher's time to have the data processed. Future data processing using the original program and a technician's time should reduce the researcher's obligations substantially.

---

* The Inservice Education Department of San Diego Unified School District has budgeted and is announcing this course for the spring semester. It will occur during a less hectic time of the year, be reduced to only three hours a week, and span a ten-week time block. Participants must apply in teams and the commitments are basically the same as the original offering. It will be offered for two units but there will be no participant hourly pay.

Item: ". . . inordinantly complex backup-support system in the form of record keeping, data reduction/transformation and computer analysis.

Response: The modified quantitative checklist to be used by the observer is at once a simple and yet complete capturing of particular happenings in a classroom (see attachment from the original study). With or without the processing of this information via the computer program that is already available, the teacher will be able to examine 30 to 70 distractions "discovered" during one observation and begin to focus on issues of style, classroom management, "key kids," and other clusters of distractions all against a backdrop of the effectiveness of their coping techniques.

A great deal of time was spent completing the mark-sensed cards, and many teachers were "uncomfortable" with this activity. With the added dimension of qualitative note-taking on the checklist form itself, it would seem worth exploring, in some future replication of the inservice design, to trade the time consumed in completing the cards to letting participants analyze the "rough" observation forms from some of the dimensions suggested in the response above.

Item: ". . . expensive."

Response: While the initial course offering has much team involvement, future editions could be conducted by a single trainer/developer (with or without computer backup).

Half-day substitutes are expensive but our inservice office states that such release arrangements for teachers are practical and in fact most staff development proposals that incorporate observational experiences provide this dimension.

The cost of observations (half-day subs) could certainly be saved by simply presenting the participants with the findings of the original study. Such information would probably evoke some change depending on each participant's perception of what's occurring in his or her own classroom. But the San Diego team feels strongly that the process of observing and being observed can really precipitate the rationale for change or no change.

Providing the option of taking the course for credit or receiving a nominal hourly rate for participation in professional growth opportunities outside the regular school day has been a viable concept in San Diego City Schools for several years.

Interestingly, substitutes are not always the best answer. Less than half of the participants chose to avail themselves of the use of substitutes for their observations, yet all observations were completed with few problems.

Offering an hourly rate or credit seemed to be well received by the initial group of participants, many of whom have reached the top of the salary schedule. It may seem expensive to reimburse a teacher $180 for thirty hours of participation in an exhausting experience after long days in the classroom, but the long-term payoff might be worth it.

Question 2: Why were the qualitative data collection and analysis aspects of your research study omitted from the training?

> Basically, the trainer/developer with team concurrence opted to use the revised "quantitative checklist" (see Figure 4) because it incorporates both qualitative and quantitative dimensions, is easier to train to, easier to use, less time consuming, and provides a specific focus to the observation.
>
> Additionally, the quantitative checklist as modified, visually "organizes" the distractions and coping techniques utilized and thus an individual can quickly scan the columns and come up with some basic findings about distractions and coping techniques in a matter of seconds as opposed to searching them out in qualitative data.

During the summer months of data analysis by the original teachers in the study and the trainer/developer, they were moved to reconsider this issue and eventually plan for and incorporate an extensive revision of sessions one and two to focus on ethnographic techniques (see training/development activities section.

Question 3: Do you expect participants to change their behavior in just ten sessions over five weeks?

Item: "I was concerned that there was a 'built-in' commitment to change. But, is the IR&DT willing to accept no change?"

Response: The team is quite willing to accept no change. One of the major discoveries during the intervention phase by the

> Tier I and Tier II teachers was that in many areas they were coping very well. Therefore, with this discovery under their belts, they could feel better knowing: (1) this problem is certainly common to all of us, and (2) by comparison, some of us seem to be handling it rather effectively. Thus, a no-change position after observation and analysis is not only possible, it should generate positive reinforcement.

Although "change" as an end product was not stated as a goal or even an objective by the trainer/developer or other team members during the course of the ten sessions, nevertheless, "change" or "changes" were alluded to in the insights of all twenty-three participants. These "changes" (e.g., utilization of new or refined coping technique) were pursued to varying degrees of success for ten days, at least reportedly so, following the conclusion of the course.

Question 4: How will participants be selected?

> Participants are going to be asked to review an outline of the training design paying particular attention to required activities and commitments. They may then submit a request to participate, including a statement as to their need for this course. It is the IR&DT team's position that these requests be reviewed for merit and where appropriate a recommendation from the site administrator be solicited.

This original selection process (modified slightly, see Selection of Participants section) seemed effective. At present, the inservice office is offering the course to all teachers of primary grades on a first-come, first-served basis.

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APPENDIX A

An Inservice Proposal

AN INSERVICE PROPOSAL

COPING WITH CLASSROOM DISTRACTIONS

OR

"Take a number please - I'll be right with you"

An Inservice Proposal

Submitted by

The San Diego Interactive Research + Development on Teaching Team

Grant Behnke
Janice Bennett
Cindy Chase
Jane Day
Charlotte Lazar
David Mittleholtz

INTRODUCTION

The purpose of this proposed inservice strategy is to implement the research processes thus far identified in the "COPING WITH CLASSROOM DISTRACTIONS PROJECT" that have the most useful training potential. Coping With Classroom Distractions is an ongoing study designed to investigate those events which disrupt classroom instruction and the techniques which teachers use to cope with these distractions. This project was made possible by a grant from The National Institute of Education and is being conducted in the San Diego Unified School District under the direction of the Far West Laboratory based in San Francisco, CA. During the initial stage of the reading study, eight primary grade classrooms were observed on 9 occasions during instruction. In each classroom, the observations of two non-participant observers was complemented through insights provided by the classroom teacher. One non-participant observer collected quantitative data using an observation checklist, while the other observer employed ethnographic techniques. The principal variables investigated were: (1) the instructional time loss due to distractions, (2) the degree of disjointedness of the instructional activity, and (3) the degree to which a distraction persists after a coping strategy has been utilized. An interrupted time-series design was used. The intervention was a mini-inservice course. This inservice experience to the extent data were available informed participant teachers of functional coping techniques and provided feedback of the techniques which each teacher was currently utilizing. The training strategy pilot phase (Appendix A) identified many potential activities while the ongoing feedback from teacher participants and constant interaction with the observers gathering the data narrowed the list to the present proposal.

Eighteen classroom teachers in year-round school settings representing most areas of the San Diego Unified School District will be involved in the proposed summer inservice design.

The course will span five weeks with two 3 hours sessions each week (Tuesdays & Thursdays). The first two weeks will represent a modified, (scaled-down, but, intensive) IR&DT process of question and research design generation related to the original study, "COPING WITH CLASSROOM DISTRACTIONS". Pariticipants, then, will be trained to collect quantitative data and, as in the original study, the principal variables to be investigated are (1) the instructional time loss due to distractions, (2) the degree of disjointedness of the instructional activity and (3) the degree to which a distraction persists after a coping strategy has been utilized. The second two weeks will be devoted to classroom observations and data gathering. The final week of the class will focus on analyzing data from all observations including the original study. Using their original "CONTEXT OF CLASSROOM" statement each participant will design a plan of action with a commitment to change. An evaluation following will be conducted using a self-reporting questionnaire.

TABLE OF CONTENTS

INTRODUCTION....................................i

TABLE OF CONTENTS...............................iii

TRAINING/DEVELOPMENT DESIGN

Objectives..............................1

Activities..............................2

Expected Outcomes (pay off)..................10

Appendix A. Pilot Phase of San Diego IR&DT Training Design.......................11

Appendix B. Budget.............................13

THE SAN DIEGO IR&DT

TEACHER TRAINING STRATEGY

SUMMER 1978

OBJECTIVES

Statement of objectives:

The participants upon completion of the inservice experience will

- demonstrate awareness and knowledge of the San Diego IR&DT design and strategy
- evidence participatory skills in the interactive process of a modified IR&DT design
- demonstrate knowledge of, and become sensitized to, the number and variety of classroom distractions occurring regularly in many classrooms.
- identify a variety of coping strategies and demonstrate knowledge of their effectiveness with respect to:
    1) minimizing instructional time loss
    2) minimizing disruption to flow of instruction
    3) eliminating the distraction
- demonstrate a gain in functional observational skills
- rate the IR&DT inservice design as effective in meeting teacher needs related to classroom problems and classroom management.

Session I

	ACTIVITIES	WHO	MATERIALS
1.	History, background and strategy of the IR&DT concept.	San Diego IR&DT Team	Transparencies
2.	Overview and focus of the San Diego Study - "Coping With Classroom Distractions".	San Diego IR&DT Team	Transparencies and Slides
3.	Pre-test of observational skills. Participants attempt to identify distractions and coping combinations in video tape slice of "normal" classroom instruction. Participants embellish and finalize notes for filing and future reference - (post test).	Trainer/Developer (T/D)	Video Tape
4.	Overview of course with calendar commitments: - Plans for observations in "other" classrooms (real world sample) - Dates, times, and arrangements for substitutes (1/2 day)	T/D	Course Outline

Session II

ACTIVITIES	WHO	MATERIALS
1. Participants identify and categorize spectrum of classroom distractions (Brainstorm/interaction).	T/D	Chalkboard or chart paper
2. Participants identify and categorize spectrum of coping techniques (Brainstorm/interaction).	T/D	Chalkboard or chart paper
3. Participants individually complete a "Context of Classroom" questionnaire describing most frequent distraction/coping occurences in their classrooms and the relationship each of these happenings has to their existent: 1) teaching philosophy 2) physical environment (room organization, school design) 3) preventive techniques (management strategies, rules, curriculum organization, etc).	T/D	"Context of classrooms" (Appendix B)
4. Introduce quantitative data observation form (check list).	Researcher and T/D	Quantitative checklist (Appendix C)
5. Demonstrate utilization of form.	Researcher and T/D	Transparencies
6. Participants, working in groups of six, develop dramatized sequences of at least 10 distraction/coping technique combinations to provide "dry run" observation experience and establish encoding reliability.	Participants, Researcher and T/D	Distraction category category sheet (Appendix D)

Session III

	ACTIVITIES	WHO	MATERIALS
1.	Introduce quantitative data observation form (check list).	Researcher and T/D	Quantitative check-list (Appendix C)
2.	Demonstrate utilization of form.	Researcher and T/D	Transparencies
3.	Review distraction/coping categories (developed during session #2) or review and refine distraction/ coping lists developed during San Diego study to match concerns of participants.	Researcher and T/D	Distraction category sheet (Appendix D)
4.	Each group of six (6) participants presents dramatized sequence (5 min).	Participants, Researcher and T/D	Distraction category sheet (Appendix D)
5.	The observing participants (12) code distractions/ coping techniques utilizing check list.	Participants, Researcher and T/D	Distraction category sheet (Appendix D)
6.	Debriefing	Researcher T/D	Distraction category sheet (Appendix D)
7.	Repeat until all groups have presented		
8.	Plans & preparation for "Real World" Sample. Prior to session IV: - each participant is to observe, if possible, another classroom and grade level at their school. - 15 minutes first observation - 30 minutes second observation - code all distraction/ coping technique combinations both on checklist and mark sense cards.	Researcher, T/D and San Diego IR&DT Team members as available to cover classes while participants observe	Check list, mark sense cards

Session IV

	ACTIVITIES	WHO	MATERIALS
1.	Debrief "Real World" samples; submit cards for computer run.	Researcher and T/D	
	(Optional) Each participant provided with the opportunity to use cassette tape to capture one of the observations.	Researcher and T/D	Cassette Recorder
2.	Observe and encode complex sequences from actual classroom (15 min.)	Researcher and T/D	Video Tapes
3.	Transfer to mark sense cards; participants cross check each other.		Check list, and cards
4.	Debrief		
5.	Reliability Test - Observe and code complex sequence of actual classroom. (30 min.)	Researcher and T/D	Video Tape checklist, and cards
6.	Transfer to mark sense cards; collect for computer print out.		Cards
7.	Discussion and debriefing (no correction).		
8.	Procedures for actual classroom observations finalized; 1/2 day substitutes confirmed; observation techniques (review)	Researcher and T/D	Transparencies to actual check list Computer cards

Sessions V & VI

(1st week of actual observations)

Monday through Thursday daily observations, when the buddy system is used:

1. Monday and Tuesday teacher A has 1/2 day substitute and observes teacher B for 60 minutes.
2. Wednesday and Thursday teacher B has 1/2 day substitute and observes teacher A for 60 minutes.

ACTIVITIES	WHO	MATERIALS
1. Participants seek coding clarification and submit cards for computer run.	Researcher and T/D	Checklist cards
2. General interaction and discussion of initial observation: Being observed Doing the observing Student reaction Artificialities & Constraints Maintaining the ecology of the classroom	T/D	Chalkboard
3. Participants utilize summary print-outs of original San Diego Study to 1) become familiar with format of final data display. 2) gain insight into effectiveness of various coping strategies		
4. Participants verify initial run of computer data (VI only)		

Sessions VII & VIII

(2nd week of actual observations)

Monday through Thursday: daily observations.
(Teacher B observes Teacher A first this week)

ACTIVITIES	WHO	MATERIALS
1. Participants seek coding clarification and submit cards for computer run.	Researcher and T/D	Check list
2. Participants verify initial run of computer data from first week.	Researcher and T/D	Check list cards
3. Participants utilize summary printouts from original study to determine focus of analysis.	Researcher and T/D	Check list cards

Session IX

fifth week (maybe delayed one week for findings)

ACTIVITIES	WHO	MATERIALS
1. Presentation of preliminary finding of the original study by original team members	San Diego IR&DT Team (All)	Informal-tentative Case studies Personal Reactions
2. Participants, with team assistance, analyze summary data from all observations to date.	San Diego IR&DT Team (All)	Computer print outs Study #2
3. Participants compare & contrast findings from both studies.	San Diego IR&DT Team (All)	Computer print outs Study #1 Study #2

Session X

ACTIVITIES	WHO	MATERIALS
1. Continue as appropriate activities two and three of Session IX.	San Diego IR&DT Team	Print outs Study #1 and Study #2
2. Post test (see pre-test Session I). Participants contrast findings in subjective self-evaluation	T/D	Video Tape and pre-test papers
3. Participants utilize "Context of Classroom" Questionnaire (Session II to determine: 1) commitment to change 2) plan of action 3) follow-up questionnaire (progress of plan, commitments	T/D	Context of classroom questionnaire

Statement of Expected Payoff

Participants:

- will become more aware of effective classroom organization, and management patterns which tend to minimize distractions.
- will implement those coping strategies and management techniques introduced during the inservice experience that fit their teaching style and tend to resolve their particular concerns.
- will add additional findings to the original study building the source (bank) of computer information relative to distraction/coping techniques.
- will become more aware of their own strengths and weaknesses regarding distractions/coping techniques.

District:

- the IR&DT design insures that the research findings have impact on the classroom.
- provides a productive model for district staff development.
- will have a positive effect on general student performance.

PILOT PHASE OF THE SAN DIEGO IR&DT TRAINING STRATEGY

The Trainer/Developer recommended that San Diego IR&DT teacher participants agree to use one released day to go to other schools and observe other teachers with different classroom environments and student populations. This observation was done with several objectives: (1) to broaden the list of distractions, (2) to identify additional coping strategies and most importantly (3) to confirm the viability of 'our' question. The Trainer/Developer assumed the responsibility for contacting the site administrator at each school and teachers to be observed and establish hours and dates of observation and release time. The remarks of the San Diego IR&DT team members upon completion of this experience indicated that this type of activity (observation) is potentially the most significant inservice component yet discussed.

A common concern expressed by team members was the difficulty of observing and recording the items they were attempting to isolate. Two needs were immediately identified by the team: (1) training in observation techniques and (2) the need for data collecting tools. Additionally, this observation experience proved invaluable for all team members in the development of the quantitative data collecting form included in the research design.

Since early January other possible components of the final inservice design have been identified and trial tested to some degree.

During the training of the observers the following components were designed and utilized:

1) Video tape slices (practice & reliability checks)
2) Actual observations (not in the rooms of the teacher participants)
3) Debriefings with major input from researcher and trainer/developer
4) Trial runs of both ethnographic & quantitative samples
5) Debriefings with major input from observers

During the inservice intervention with the teacher participants, the following components were designed and utilized:

1) Analysis of qualitative data (ethnographic notes) by the individual teacher to identify "priority" distractions;

2) Reaching a group concensus of "priority" distractions;

3) Designing an initial plan of action for change based on ethnographic analysis only;

4) Analysis of computer print out of quantitation data - individual and team composite;

5) Comparison and contrast of individual profile with team composite;

6) Designing a final plan of action for change (or no change) based on analysis of quantitative and qualitative data together.

Based on the subjective evaluation of observers (6 of the 8 have extensive teaching experience) and the participant teachers a selection of the pilot components will be modified and are included in the full scale inservice offering.

BUDGET

Inservice Costs

Reinbursement for participation outside of school day.

18	Participants
x10	Sessions (5 weeks with 2 sessions each week)
x 3	Hours each Inservice Session
540	Participant hours x $6 per hour--------$3240
	(or)
	2 units of credit - no reinbursement

Observation Expenses

18	Participants
x4	Observations
x25	Per 1/2 day substitute or

$1800--$1800

$5040

APPENDIX B

Staff Development

Letter to Principal

APPENDIX B

SAN DIEGO CITY SCHOOLS

EDUCATION CENTER | 4100 Normal Street

STAFF DEVELOPMENT LETTER TO PRINCIPAL

Distribution:

Audubon
Bayview Terrace
Benchley
Boone
Brooklyn
Burbank
Cabrillo
Dailard
Darnall
Edison
Encanto
Euclid
Forward
Green
Hamilton
Hancock
Knox
Lee
Mead
Oak Park
Paradise Hills
Scripps
Sunset View
Tierrasanta
Torrey Pines

DATE: July 13, 1978

MEMO TO: Principals

Dave

FROM: Mittleholtz

SUBJECT: STAFF DEVELOPMENT

On September 19, 1978 an unique staff development class is being offered to selected teachers. The purpose of this class is to aid teachers in classroom management. During the past year, studies have been conducted in the district by Far West Laboratory to minimize classroom distractions and maximize classroom instructional time. A presentation of the results of these studies, coupled with actual observations and analysis of participants' coping techniques, will be the foundation for change.

Location: Adult Resource Center, B-1 (located at IMC)
2441 Cardinal Lane

Dates: Tuesdays and Thursdays: September 19, 21, 26, 28, October 3, 5, 10, 12, 17, and 19.

Time: 4:00 - 7:00 P.M.

Credit: 2 units or $6.02 per participant hour

Would you please recommend two or more primary teachers from your staff that you believe would be active, committed participants and be willing to observe in each other's classroom using a special form.

Teachers will be contacted at their home addresses so that final arrangements can be made before the fall term.

Please call Dave for more details if needed at 278-7900 (8 a.m.-4 p.m.) or call teacher names to Jeanette Dunn at 293-8264. Thank you for your cooperation.

DAM:jd

APPENDIX C

Inservice Opportunity Letter

SAN DIEGO CITY SCHOOLS

EDUCATION CENTER | 4100 Normal Street

APPENDIX C

INSERVICE OPPORTUNITY LETTER

DATE:

MEMO TO:

FROM: Mittleholtz

SUBJECT: INSERVICE OPPORTUNITY

Your name has been selected from a listing of recommendations submitted by principals to Programs Division to participate in an unique inservice class scheduled to begin this September 1978.

During the past year, under the direction of the Far West Laboratory of San Francisco, a study was conducted to determine:

> *What are the events which disrupt classroom instruction and what are the most effective techniques teachers use to cope with these distractions?*

The purpose of this inservice class is to help teachers identify their distractions and cope with them more effectively, thus maximizing instructional time. All participants will have an opportunity to interact with the teachers from the original study--sharing their findings. Additionally each two-member team of participants will be trained to gather "data" by observations in each other's classroom. (Release time will be provided by the project.)

Location: *Adult Resource Center, B-1 (located at IMC)*
2441 Cardinal Lane

Dates: *Tuesdays and Thursdays, September 19, 21, 26, 28, October 3, 5, 10, 12, 17 and 19, 1978*

Time: *4:00 - 7:00 p.m.*

Credit: *2 units (Dist. cr.) or $6.02 per participant hour*

If you wish to request a reservation in this class, please complete and return the attached form in the enclosed envelope. Enrollment is limited and selection will be made on a first come, first served basis. Each person submitting a reservation will be notified prior to September 10.

For more details, please call Dave at 278-7960 (8 a.m.-4 p.m.) or Jeanette Dunn at 293-8264.

DAM:jd

Enclosure

APPENDIX D

Acceptance Letter

SAN DIEGO CITY SCHOOLS

EDUCATION CENTER | 4100 Normal Street

APPENDIX D

ACCEPTANCE LETTER

DATE: September 14, 1978

MEMO TO:

FROM: Behnke, Bennett, Chase, Day, Lazar and Mittleholtz

SUBJECT: COPING WITH CLASSROOM DISTRACTIONS
INSERVICE CLASS

Thank you for your interest! Because of course design and a fixed budget, the number of participants had to be rather limited. You and your partner have been selected by the team to participate in the inservice class starting Tuesday, September 19, 4:00 p.m. at the Adult Resource Center, bungalow 1.

We were pleased, but a bit overwhelmed, by the response to our course offering and have struggled to resolve (tried to cope with) the dilemma of determining the final list of participants for this initial course offering. As indicated in earlier correspondence, criteria for participant selection was:

- "teams" (two or preferably more staff members at a site)
- primary grade level teachers
- selection of school sites to provide a representative cross-section in the district
- and early response.

Again, may we express our appreciation for your response. Please call 293-8264 (Jeanette Dunn) immediately if your plans have changed and you or your partner will be unable to participate, as many teachers had to be turned down.

DAM:jd

APPENDIX E

Regret Letter

SAN DIEGO CITY SCHOOLS
EDUCATION CENTER | 4100 Normal Street

APPENDIX E
REGRET LETTER

DATE: September 14, 1978

MEMO TO:

Dave

FROM: Behnke, Bennett, Chase, Day, Lazar and Mittleholtz

SUBJECT: COPING WITH CLASSROOM DISTRACTIONS
INSERVICE CLASS

Thank you for your interest! Because of course design and a fixed budget the number of participants had to be rather limited. In all fairness to you, we must advise you that at this time there are no openings in this class.

We were pleased, but a bit overwhelmed by the response to our course offering and have struggled to resolve (tried to cope with) the dilemma of determining the final list of participants for this initial course offering. As indicated in earlier correspondence, criteria for participant selection was:

- "teams" (two or preferably more staff members at a site)
- primary grade level teachers
- selection of school sites to provide a representative cross-section in the district
- and early response.

Again, may we express our appreciation for your response, and we will advise you immediately if space becomes available, or if this course should be offered a second time this year.

DAM:jd

APPENDIX F

IR&DT Newsletter

IR&DT NEWSLETTER

Interactive Research & Development on Teaching

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET • SAN FRANCISCO, CALIFORNIA 94103

IR&DT

October, 1977 VOLUME 1 NUMBER 1

Teachers, Researchers, Trainers/Developers Conducting R&D Together

RESEARCH AND DEVELOPMENT: A RESOURCE IN THE RESOLUTION OF CONFLICT*

William J. Tikunoff and Beatrice A. Ward

In a recent review of research and development in education,[1] Ralph W. Tyler presents a definition of R&D that he borrows from Lee Cronbach and Patrick Suppes.[2] This states that:

- the purpose of research is to gain greater understanding of a phenomenon.

- the purpose of development is to devise and perfect the means to accomplish specified ends under certain conditions.

Originally, research in education was viewed entirely as a tool for acquiring knowledge about some aspect of education. The issue of whether the research was *basic* (providing only new knowledge and insights) or *applied* (providing knowledge and insights that would serve some immediately useful purpose in those settings where teaching and learning occurred) was of little concern. Then, beginning in the 1920s, research began to be seen as an agent for change in the schools. With this shift in emphasis, the basic-applied dichotomy became an issue to be considered. Payoff--directly, in terms of immediately applicable knowledge, or indirectly through development of techniques, materials, etc. to facilitate the application of research findings--became a matter of some significance.

Nonetheless, we contend that research, regardless of the label given to it, still is the means whereby we undertake *scientific* inquiry into the phenomena of education. More specifically, it is a procedure/process through which we gain understanding of: (a) the perspectives of those individuals who engage in teaching and learning; (b) the processes of teaching and learning; and (c) the context within which teaching and learning occur.

Further, development involves creating, modifying, inserting into the educational context processes and materials that apply what we know and understand about teaching and learning.

(Continued on Page 2)

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* Abstracted from NEA. *Schooling: Expectations in Conflict.* Washington, D.C.; The Association, 1977. Copies of the entire paper are available from the National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

(Continued from Page 1)

Beliefs Regarding Educational R&D

Several beliefs regarding educational R&D exist today. The most fundamental is:

- The field of education needs R&D because society changes. This, in turn, leads to changes in the students whom schools serve and in the social context in which schools operate. In order to respond to these changes, R&D is necessary.

Among some additional presumptions underlying this belief are:

- R&D can provide answers to questions. These questions may be asked by teachers and parents as well as by theorists.
- R&D can provide solutions to problems that occur within the teaching/learning context and perhaps within the larger society also.
- R&D can result in changes that can be used in the classroom.

However, these expectations may not be justified because the R&D knowledge base in its present form (a) may not be as useful as we might wish, and (b) may focus on and/or identify the wrong problems.

In order to be useful, educational R&D must meet five criteria:

1. R&D must be conducted in order to solve problems that are of concern to classroom teachers and others in the school setting.
2. R&D outcomes must be generalizable not to all instructional settings but must provide enough information so that an individual teacher can recognize when the context in which the R&D was conducted is similar to and compatible with his or her own instructional setting.
3. The yield from R&D must be tied to evidence other than only achievement or criterion-referenced test scores so that other outcomes of teaching and learning are included.
4. The information that serves as the basis for R&D activities must include multiple perspectives of all those involved in classroom interactions as well as those who observe them.
5. The yield from R&D must be useful and applicable in the classroom.

A key to the usefulness of educational research and development is involvement of the teacher in a "worked with" as contrasted to a "worked on" role.[3] The teacher has more knowledge about teaching and learning in a particular setting than any other individual. In a worked-with role, the teacher assumes a stance that is equal and complementary both to the researcher and to the teacher trainer/developer. In filling this role, the teacher might:

a. Determine the questions and problems to be the focus of a research and/or development effort.
b. Provide the natural setting for R&D.
c. Develop and "try out" data collection procedures in order to ensure that the information obtained is, in fact, providing knowledge about the "thing" that was to be studied.
d. Analyze and interpret data from the perspective of the individual who is responsible for teaching and learning.

In order for teachers to participate in R&D on an active, equal basis--from

(Continued on Page 3)

THE TWO IR&DT TEAMS: A DESCRIPTION

Currently, two sites are implementing the IR&DT strategy, one in an inner-urban area in California and the second in a rural area in Vermont.

The California team is comprised of four elementary school teachers, a researcher, and a trainer/developer--all of whom are employees of the same large, urban school district. Three of the teachers are colleagues at a relatively small, K-6 school with a faculty of 15. They currently teach in grades K, 1, and 2. The student population is 407, primarily Black, with some Spanish surnamed and a few other ethnic representatives. The fourth teacher, who team teaches a 3-4 grade class of 60 students, is on the staff of a very large K-6 school (40 teachers) located in a middle class area. The student population is 1,200. The researcher was recruited from the evaluation services office of the school district and was previously involved in conducting evaluations of various state and federally funded programs. The trainer/developer previously was attached to the district's staff development office as a resource teacher providing inservice education to teachers in special education. Primary contractual responsibilities at this site are with the school district.

The team at the Vermont site includes three elementary school teachers, a researcher, and a trainer/developer. The three teachers are colleagues at a small, rural K-4 school with a faculty of 5 teachers. They teach at grades K, 1, and 3. The researcher and trainer/developer are both on the school of education faculty of the nearby university. The researcher presently teaches in an innovative, preservice elementary teacher training program which he co-designed and for which he received a meritorious national award. The trainer/developer teaches the education foundations course, supervises student teachers, and conducts inservice workshops for local school districts. Primary contractual responsibilities at this site are with the school of education at the university.

Both teams currently are involved in identifying the question or problem they wish to investigate, and piloting the procedures they will use to carry out the research. Subsequent issues of this newsletter will feature descriptions of those activities as they are in progress.

(Continued from Page 2)

the initiation of the research problems through the reporting of findings and development of appropriate training procedures/processes--all participants in R&D must change. Each participant is seen as providing unique contributions to R&D. For example, the teacher provides knowledge of teaching and learning within the complex setting of the classroom. The trainer/developer provides knowledge of applicability and transfer of teaching/learning processes and outcomes from one setting to another. The researcher provides knowledge and skill in scientific inquiry.

To facilitate the instigation of educational R&D that involves teachers, trainers, and researchers in a collaborative effort from the inception of a problem statement to the dissemination of R&D yield, we have proposed an Interactive R&D (IR&DT) strategy.[4] The essential elements of Interactive R&D include (a) participants, (b) process, (c) yield in terms of knowledge processes and products, and (d) yield in terms of "disseminability" of R&D outcomes.

Three participants--teacher, trainer, and researcher--are essential. At the process level, essential elements include collaboration, willingness and readiness to assume roles of other participants, accommodation to the solution of problems, and emergent leadership.

Knowledge yield from IR&DT will take the form of solutions to problems and answers to questions. R&D procedures, knowledge about teaching and learning, and teacher training strategies and processes also will result. The dissemination yield, therefore, will include ways to apply and transfer the knowledge yield to

(Continued on Page 4)

(Continued from Page 3)

similar classrooms.

The implications of IR&DT will depend upon the answers to three questions:

1. Does interactive educational R&D have the potential to resolve educational problems?
2. Should/can the interactive strategy be used widely in educational R&D? Only for certain types of efforts? Not at all?
3. Is it possible to effect the changes (attitudinal and skill) that are necessary for IR&DT to become operable?

In the summer of 1977 two sites were identified at which IR&DT will be implemented and studied. The sites, one in California and one in Vermont, were chosen to reflect the diversity of school environments across the United States, and in September, at each site, a team comprised of teachers, a developer, and a researcher began meeting to collectively engage in the generation of a research question/problem, the first decision point in Interactive Research and Development. Their experiences are being studied by a team from the Far West Laboratory. Results of the study will serve to provide information concerning each of these implications. Subsequent activities of both teams as they move through the process will be reported in this newsletter.

Bibliography and Notes

1. Tyler, Ralph W. (Ed.) *Prospects for Research and Development in Education.* Berkeley, Calif.: McCutchen Publishing Corp., 1976.
2. Cronbach, Lee and Suppes, Patrick (Eds.). *Research for Tomorrow's Schools.* New York: Macmillan, 1969, pp. 171-175.
3. The concepts "worked with" and "worked on" are borrowed from Arthur Blumberg and Richard H. Schmuck. "Organizational Development in the Schools." *Educational Technology.* October, 1972, pp. 43-47.
4. See Beatrice A. Ward and William J. Tikunoff, *An Interactive Model of Research and Development on Teaching.* San Francisco: Far West Laboratory for Educational Research and Development. Report A76-1, 1976.

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Interactive Research and Development on Teaching (IR&DT) is an R&D strategy that places teachers, researchers, and trainer/developers together to inquire as a team into those questions, problems, and concerns of the classroom teacher. Decisions are made collaboratively regarding research issues and strategies and the concurrent development of training that grows from the research. Each member of an IR&DT team has parity and shares equal responsibility for decisions made by the team, from identification of the question/problem to the completion of all resultant R&D activities.

Currently, IR&DT is being implemented at two sites in order to study (1) the quality and usefulness of both the research outcomes and training strategies produced; (2) the effects of IR&DT on the participants, on their respective institutions, and on others with whom they interact; and (3) potential policy implicatons for consideration by NIE in funding future R&D efforts.

IR&DT is an activity of the Far West Laboratory for Educational Research and Development and supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. NE-C-00-3-0108. The opinions expressed in this publication do not necessarily reflect the position or policy of NIE and no official endorsement by NIE should be inferred.

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APPENDIX G

Distration Classification System

DISTRACTION CLASSIFICATION SYSTEM

DISTRACTIONS TO CLASSROOM INSTRUCTION

REGULARLY OCCURRING			IRREGULAR OCCURRING
STUDENT GENERATED	SCHOOL GENERATED	OUT-OF-SCHOOL GENERATED	WITHIN CLASSROOM
11. Students verbally interrupting the teacher	21. Sensory distractions	31. Pre-announced visitors	41. Unexpected visitors
12. Student seeking clarification	22. Student movement due to out-of-classroom activities/programs	32. Special project-related activities (testing, recordkeeping)	42. Communications to the teacher
13. Student-student interactions which are disruptive	23. Clarification of instruction needed by others (non-students)	39. Other	43. Unexpected arrival or departure of students
14. General student noise	24. School management-related activities		44. Misc. student problems
15. Students not concentrating on classroom activities (not on task)	25. Teacher creates distraction		49. Other
			OUT-OF-CLASSROOM
16. Student's physical position or location	29. Other		51. Upset parent visit
17. Student intentionally attempting to disrupt instruction or challenge rules			52. Last moment activities (field trip, assembly, etc.)
			53. Speakers
18. Physical disorders to the classroom environment or to students			54. School photographs
			55. Student elections
19. Other			59. Other

DISTRACTIONS

REGULAR OCCURRING DISTRACTIONS

STUDENT GENERATED

11. *Student verbally interrupting the teacher*

    Students seeking approval
    Students telling of other students bothering them
    Students poking or touching teacher
    Misc. student questions (restroom, feeling ill, etc.)

12. *Student seeking clarification of task*

    Student asking teacher "how to do it"
    Raising and waving hands seeking help

13. *Student - student interactions which are disruptive*

    Student disagreements
    Unorderly sharing (lack of respect for other students while they are trying to share)
    Student discussions which are not related to the instructional task
    Students pushing, shoving, hitting, etc. each other

14. *General student noise*

15. *Students not concentrating on classroom activities (not on task)*

    Students not listening or following instructions (having to repeat instructions)
    Students do not have materials (which they should have -- e.g., pencil)
    General student foolishness and clowning around
    Students playfully running, crawling

16. *Student's physical position or location*

    Wandering students (wasting time)
    Student posture/seating
    Wiggling

17. *Student intentionally attempting to disrupt instruction*

    Student repeating instructions (disobediently -- seeking peer recognition)
    Students attempting to redirect class activities (move the teacher off the subject)

18. *Physical disorders to the classroom environment (e.g., spilt paint, student dragging earphones) or to students (e.g., wet pants, emotional tears, etc.*

19. *Other*

SCHOOL GENERATED

21. *Sensory distraction*

Bells
Fire drills
Gardening activities (noise and visual distractions)
Visual distractions of students or others passing by the classroom windows

22. *Student movement due to out-of-classroom activities/programs*

Media center and library visits
Pullout programs

23. *Clarification of instructions needed by others (non-student)*

Aides/parent volunteers seeking additional instructions or clarification
Teacher giving instructions to aide or parent (teacher initiated)

24. *School management-related activities*

Attendance folders
Assemblies
Preparation for open house

25. *Teacher creates distraction*

29. *Other*

OUT-OF-SCHOOL GENERATED

31. *Pre-announced visitors*

Parent visits
V.I.P visits (announced)

32. *Special project related activities (testing, recordkeeping)*

Recordkeeping for special funded projects
Special project testing

39. *Other*

IRREGULAR OCCURRING DISTRACTIONS

WITHIN CLASSROOM

41. *Unexpected visitors*

Nurse visits and clinical testing
Custodian delivery and pickup
Principal visitation
Important visitors (unannounced)

42. *Communication to the teacher*

Notes and messages from other staff members
Announcement of emergency meeting after school
Requests (from principal or staff) for teacher to participate in an after school presentation (or a special presentation to a group)

43. *Unexpected arrival or departure of students*

Family emergency (teacher or student)
Receiving new students

44. *Misc. student problems*

Students losing lunch tickets or money (or lunch)
Inquiry to student on playground
Sudden student illness (in class or playground)

49. *Other*

OUT-OF-CLASSROOM

51. *Upset parent*

52. *Last moment field trip*

53. *Speakers*

54. *Photographs*

55. *Student elections*

56. *Other*

APPENDIX H

Coping Technique

Classification System

APPENDIX H

COPING TECHNIQUE CLASSIFICATION SYSTEM

COPING TECHNIQUES

ONGOING TEACHER ACTIONS		PREVENTATIVE AND/OR PREPLANNED
VERBAL	NONVERBAL	
11. Teacher giving direct command or instruction (telling)	21. Teacher using body language, gestures and/or facial expressions	31. Reminding students of rules to prevent distractions from happening
12. Teacher complimenting positive behaviors or actions -- as an example of acceptable activities	22. Teacher moving or locating self with the classroom	32. Locating material or arranging classroom environment to reduce/prevent distractions from happening
13. Teacher clarifying or reminding students of rules (How it should be)	23. Teacher physically redirecting students' attention	33. Teacher using positive reinforcement techniques to encourage future appropriate behavior/actions
14. Teacher soliciting students to a behavior change by using varying voice techniques	24. Teacher calling attention to inappropriate behavior (signs, bells, etc.)	34. Teacher using other adults in the classroom to cope with or to prevent distractions
15. Teacher using varying patterns or clues to gain student attention	25. Teacher ignoring distraction (after exhibiting awareness of the distraction)	35. Class discussion of events which are yet to occur or of non-functional events which were disrupted
16. Teacher directing student to another person or location	26. Teacher showing how a task is supposed to be done	36. Teacher using students to help resolve distractions
17. Teacher putting distraction on hold	27. Teacher physically resolves distraction ("fixes it")	39. Other
18. Teacher telling how a task can be accomplished	29. Other	
19. Other		

COPING TECHNIQUES

ONGOING TEACHER ACTIONS

VERBAL

11. *Teacher giving direct command or instruction (telling)*

Redirecting student's attention by calling his name or catching his attention
Direct commands
Calling for class attention (e.g., "all eyes up")
Calling on an inattentive student

12. *Teacher complimenting positive behaviors or actions -- as an example of acceptable activities*

Complimentary techniques (e.g., "Look how nice row 2 is ...")

13. *Teacher clarifying or reminding students of rules (how it should be)*

Questioning technique (e.g., "Children, why am I not answering Johnny?"
Making judgement of "what is fair" (clarifying existing classroom rules)
Directing the students to raise their hands (if they wish to share or have a question)
Reminding students of "rules"
Threats (e.g., "If you don't ___, I will ___")

14. *Teacher soliciting behavior change by using varying voice techniques*

Voice inflection (e.g., loud/soft, harsh/gentle)
Hesitating or stopping in a sentence (or in the middle of a sentence) until students attention is regained -- [could be called a nonverbal technique]

15. *Teacher using varying patterns or clues to gain student attention*

Verbal clues of teacher's mood or health (e.g., "Today I'm in a grouchy mood", "I've got a cold today")
Requesting students to use a "calming technique" (e.g., "Take a slow deep breath", "Put your heads down")
Motivating into appropriate actions ("Get to the rug by the time the song is over")
Counting to bring the class to order (e.g., "I'm counting, 1,2,3, ...")
Kidding - joking techniques (e.g., mimicking a whinning child)
Reading to group (e.g., after recess to calm-down)
Dismissal techniques (to lunch, recess, home)
Management songs

16. *Teacher directing student to another person or location (verbal)*

    Sending student out of classroom
    Dismissal techniques (to lunch, recess, home)
    Directing the student to another person (e.g., "go to the principal")
    Directing the student to sit at another location (e.g., go sit in the corner")

17. *Teacher putting the distraction on "hold" (e.g., "I'll be there in a second")*

18. *Teacher telling how a task can be done (clarifying it)*

19. *Other*

NONVERBAL

21. *Teacher using body language, gestures and/or facial expressions*

    Facial reactions
    Descriptive gestures
    Eye contact
    Gestures
    Signals - hand motions (e.g., "zipper lips")

22. *Teacher moving or locating self within the classroom*

    Location of teacher (e.g., standing back, physically separate)
    Teacher moving around the classroom ("making rounds")
      - during large group instruction
      - during transition periods
    Position of teacher's body (back to wall, eyes toward class)

23. *Teacher physically redirecting students' attention*

    Touching of students
    Redefine students' attention by removing objects

24. *Teacher calling attention to inappropriate behavior*

    Writing student names on board
    Turning lights off
    Ringing bells or other attention getters
    Pausing or waiting techniques
    Signs (e.g., Lucy sign "It's too noisy in here")

25. *Teacher ignoring distraction (after exhibiting awareness of the existence of the distraction)*

26. *Teacher showing how a task is supposed to be accomplished*

27. *Teacher physically resolves distraction (e.g., fixes it, does it herself, goes and gets the materials)*

29. *Other*

PREVENTATIVE AND/OR PREPLANNED

31. *Reminding students of rules to prevent distractions from happening*

Various rule setting experiences (formal and informal)
Designating "off-limits areas"
Signs or indicators of activities (e.g., potty "Stop-Go" sign)
Use of classroom codes (e.g., "Hands-up for silence")
Limiting visitation times (of parents or outside visitors)
Rule of putting heads down
Permissive understandings (e.g., "You can get a drink of water if I'm not . . .") and/or Restrictive understandings (e.g., "You do not bother me when I am on the rug")
Selected bathroom and drink rules (e.g., "No visits to bathroom or drink for the first half-hour after lunch or recess")
Direct the kids to raise their hands (if they need help or wish to show something)
Sitting policies ("Bottoms on the rug" - don't get up on your knees, don't tilt chairs back)
Practice of rules of potential disruptive situations
- "Line-up" practice
- Fire drill
- "Coming to the rug"
- How you go to your chair?
- Going to office
- etc.

Communicate rules of things to not bring to school (e.g., frogs)
Communicate the acceptance of "body language" or gestures (between students) as means of inter-student communications -- to reduce room noise
Clarification of teacher and/or student "space"

32. *Locating materials or arranging classroom environment to reduce/prevent distractions from happening*

Assignment of seats or small group areas
Location (selection of) of teacher during small group activities (e.g., classroom teacher is centrally located during small group activities)
Pull curtains or cover windows with objects to minimize "outside distractions"
Location of materials and supplies (e.g., "Keep the -- in the rack and . . .")
Avoidance of materials/equipment which may cause activity which may be distracting
Use of charts, visual displays and schedules which indicate what students are supposed to do
Making sure that the work and materials provided to students are appropriate for students' interest and abilities (so they don't finish too early or are "frustrated" by overly difficult tasks)
Permit meaningful "extra activities" if/when students finish their required work

33. *Teacher using positive reinforcement techniques to encourage future appropriate behavior/actions*

Good citizenship awards for good behavior
Communication with parents (phone, notes, conferences) of acceptable and expected behavior

34. *Teacher using other adults in the classroom to cope with or prevent distractions*

Use aides to:
- Check students' work and correct problems
- Circulate to be sure students are on task
- Maintain records
- Filter "lower level" classroom/out-of-classroom distractions
- Working with individuals who are having learning problems
- Playground supervision
- Lunchtime supervision
- Communicate standards and rules to substitutes

35. *Class discussion of events which are yet to occur or of non-functional events which were disrupted*

Helping students anticipate what is going to happen (e.g., "Now when we go on the field trip, when we get on the bus . . .")
Asking a class to evaluate a non-functional experience (e.g., "Class, why do you think the classroom burned down today?")

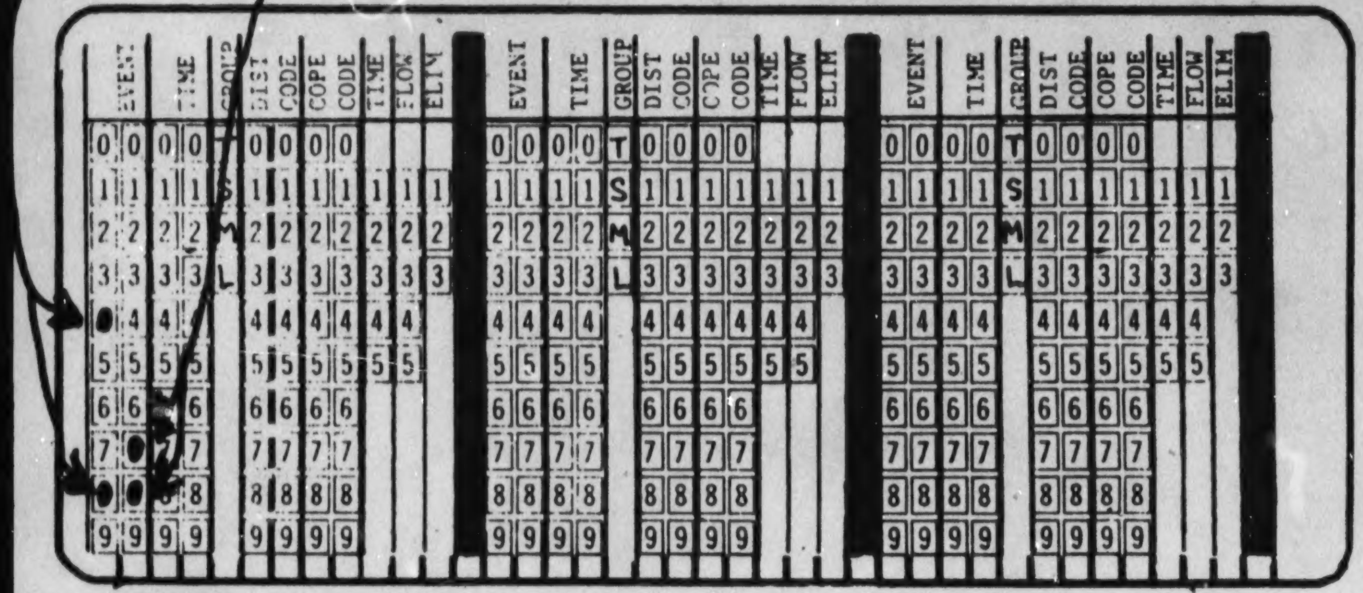
39. *Other*

APPENDIX I

Notes from Your Friendly Computer

YOUR INITIAL CARD SHOULD BE CODED AS ILLUSTRATED:

"48" "78" - IN THE FIRST TWO COLUMNS



REMEMBER:

- NO ERASER MARKS
- ALL CARDS THE SAME DIRECTION
- YOUR "CODE NAME" ON EACH OBSERVATION
- CARDS MARKED CLEARLY AND NOT OVERLAPPING
- PLEASE DOUBLE CHECK YOUR ENTRIES

SAMPLE 1

```
GET-EVENT1
RUN
EVENT1

WHAT TEACHER DO YOU WANT AN EVENT MAP PRINTER FOR (A-Z)?G
WHICH OBSERVATION NUMBER?1
SET PAPER TO TOP OF FORM AND HIT <RETURN>

                          E V E N T   M A P


        TEACHER CODE: G                              OBSERVATION #1

----------------------------------------------------------------------------
 EVENT | TIME | GROUP | DISTRACTION | COPING | E F F E C T I V E N E S S
   #   |      |       |    CODE     |  CODE  | TIME | FLOW | ELIMINATION
----------------------------------------------------------------------------
   31  |  29  |   S   |      11     |   11   |    3 |   2  |      1
   32  |  30  |   S   |      12     |   13   |    5 |   3  |      1
   33  |  30  |   S   |      14     |   11   |    3 |   3  |      2
   34  |  31  |   S   |      11     |   11   |    4 |   2  |      1
   35  |  32  |   S   |      14     |   21   |    1 |   2  |      1
   36  |  33  |   S   |      14     |   27   |    5 |   2  |      1
   37  |  34  |   S   |      14     |   21   |    1 |   2  |      2
   38  |  35  |   S   |      11     |   19   |    3 |   2  |      1
   39  |  36  |   S   |      15     |   11   |    3 |   3  |      1
   40  |  37  |   S   |      13     |   21   |    1 |   2  |      1
   41  |  38  |   S   |      11     |   17   |    1 |   3  |      1
   42  |  39  |   S   |      18     |   20   |    1 |   2  |      1
   43  |  39  |   S   |      16     |   16   |    1 |   2  |      1
   44  |  40  |   S   |      11     |   11   |    4 |   3  |      3
   45  |  40  |   S   |      15     |   27   |    5 |   3  |      1
```

EVENT MAP OF CARDS WHICH "INPUT" CORRECTLY

```
TART CARD READER.  HIT <RETURN> WHEN READY!
"

**START OF TEACHER...
HAT IS THE TEACHER CODE (A-Z)?G
HAT IS THE OBSERVATION NUMBER (1-9)?1

.K.  HIT <RETURN> WHEN CARD READER AND YUU ARE READY!
TART OF READING CARDS FOR FILE COPEG1

12911118321 323011213521 333011411332

343111111421 353211421121 363313927421

03711421121 413811117131 423914221121

33911616121 444011111433 454011127531
```

SAMPLE 2

WHERE ARE EVENTS 37, 38, & 39 CARD MISSING OR SKIPPED

```
LL DONE!  EXECUTE EVENT TO GET EVENT MAP FOR THESE DATA.

UNE




RUN
EVENT1

HAT TEACHER DO YOU WANT AN EVENT MAP PRINTER FOR (A-Z)?G
HICH OBSERVATION NUMBER?1
ET PAPER TO TOP OF FORM AND HIT <RETURN>

                    E V E N T   M A P


       TEACHER CODE: G                            OBSERVATION #1


----------------------------------------------------------------------
EVENT | TIME | GROUP | DISTRACTION | COPING | E F F E C T I V E N E S S
  #   |      |       |    CODE     |  CODE  | TIME | FLOW | ELIMINATION
-----------------------------------------------------------------------
 31   |  29  |   S   |     11      |   18   |    3 |   2  |      1
 32   |  30  |   S   |     12      |   13   |    5 |   2  |      1
 33   |  30  |   S   |     14      |   11   |    3 |   3  |      2
 34   |  31  |   S   |     11      |   11   |    4 |   2  |      1
 35   |  32  |   S   |     14      |   21   |    1 |   2  |      1
 36   |  33  |   S   |     39      |   27   |    4 |   2  |      1
 40   |  37  |   S   |     14      |   21   |    1 |   2  |      1
 41   |  38  |   S   |     11      |   17   |    1 |   3  |      1
 42   |  39  |   S   |     42      |   21   |    1 |   2  |      1
 43   |  39  |   S   |     16      |   16   |    1 |   2  |      1
 44   |  40  |   S   |     11      |   11   |    4 |   3  |      3
 45   |  40  |   S   |     11      |   27   |    5 |   3  |      1
```

SAMPLE 3

```
Start card reader.  Hit <RETURN> when ready:

0"

***Start of teacher...
What is the teacher code (A-Z)?
??G
What is the observation number (1-9)?1

O.K.  Hit <RETURN> when card reader and YOU are ready:
Start of reading cards for file COPEG1

312[illegible]11111321 323011213531 333011411332

343111111421 353211421121 363311827521

373411421122 383511113321 393611311331

403711421121 413811117131 423911821121

433911616121 444011111433 454011116431



ALL DONE!  Execute EVENT to get event map for these data.

DONE

GET-EVENT1
RUN
EVENT1

What teacher do you want an event map printer for (A-Z)?G
Which observation number?1
Set paper to top of form and hit <RETURN>

                         EVENT  MAP


      TEACHER CODE: G                          OBSERVATION #1


-----------------------------------------------------------------
 EVENT : TIME : GROUP : DISTRACTION : COPING : E F F E C T I V E N E S S
   #   :      :       :    CODE     :  CODE  : TIME : FLOW : ELIMINATION
   ------------------------------------------------------------------
   31  :  20  :   S   :     11      :   11   :    3 :   2  :    1
   32  :  30  :   S   :     12      :   13   :    5 :   3  :    1
   33  :  30  :   S   :     14      :   11   :    3 :   3  :    2
   34  :  31  :   S   :     11      :   11   :    4 :   2  :    1
   35  :  32  :   S   :     14      :   21   :    1 :   2  :    1
   36  :  33  :   S   :     18      :   27   :    5 :   2  :    1
   37  :  34  :   S   :     14      :   21   :    1 :   2  :    2
   38  :  35  :   S   :     11      :   13   :    3 :   2  :    1
   39  :  36  :   S   :     13      :   11   :    3 :   3  :    1
   40  :  37  :   S   :     14      :   21   :    1 :   2  :    1
   41  :  38  :   S   :     11      :   17   :    1 :   3  :    1
   42  :  39  :   S   :     18      :   21   :    1 :   2  :    1
   43  :  39  :   S   :     16      :   16   :    1 :   2  :    1
   44  :  40  :   S   :     11      :   11   :    4 :   3  :    3
```

NOTE: OMITTED "9" IN "TIME" COLUMN

APPENDIX J

Sample Data Displays

DISTRACTION X COPE

GROUP SC (SELF-CONTAINED CLASSROOMS)
STAT. INSTANCES

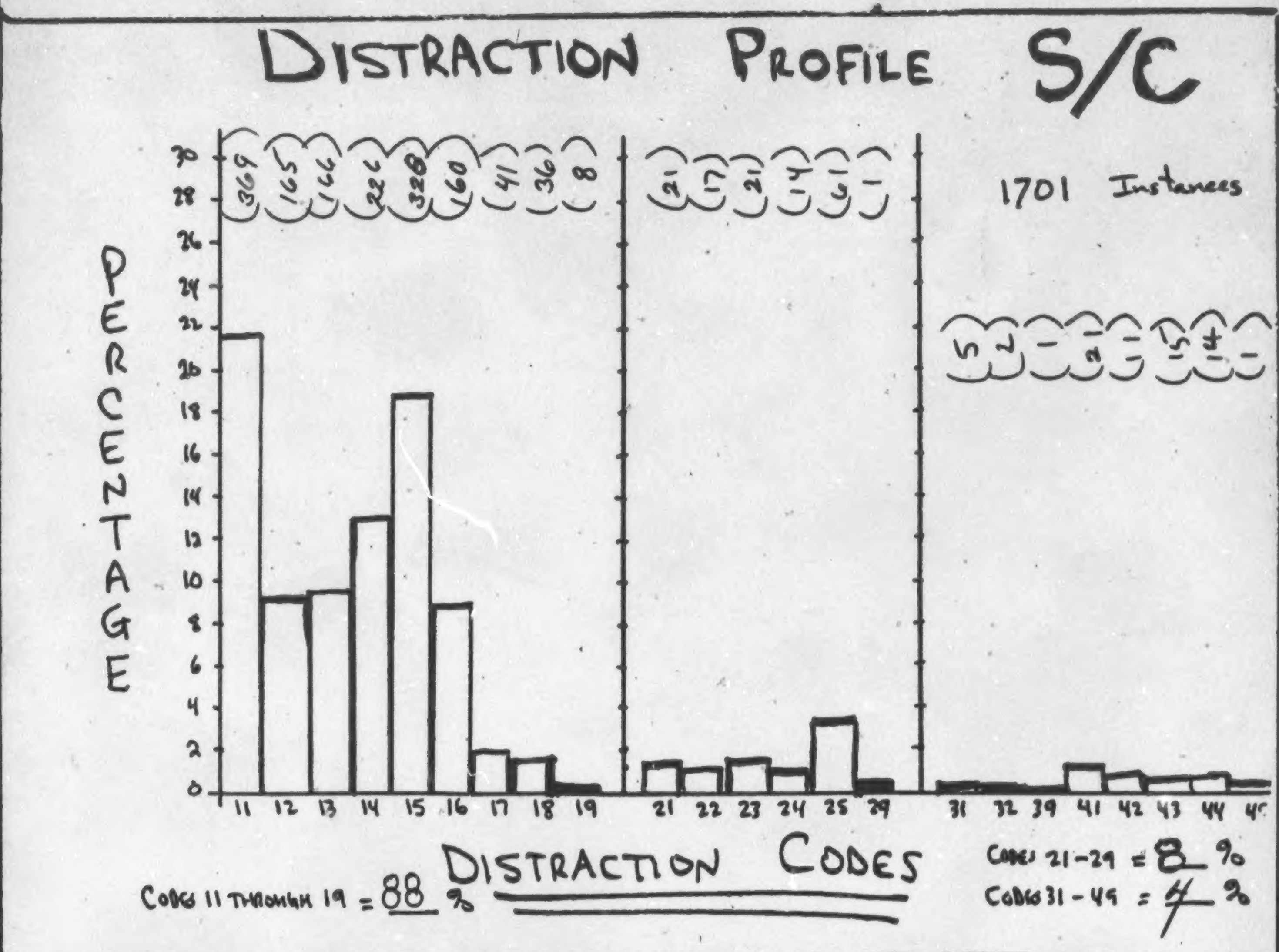
Cope Dist	11	12	13	14	15	16	17	18	19	SUB	21	22	23	24	25	26	27	28	29	SUB	31	32	33	34	35	36	39	SUB	51	52	53	54	55	56	57	58	59	SUB	GRAND TOTAL	COMMENTS
11	168	18	23	4	4	9	16	12	21	275	32	3	2	1	29	1	10			78	1		6					7		5	1	1		1				8	369	
12	38	5	22	2		4	11	44	2	128	6				9	1	4			20	1	1	2	11				15		2								2	165	
13	63	2	33	3	2	5	2	1	8	119	19	1		1	17		1			39			1	2		2		5	1	1		1						3	166	
14	65	9	23	5	6	7	1	4	3	123	43	3	1	5	20				1	73		1	2	12				15	3	6	2	1	2	1				15	226	
15	158	6	31	4	5	8	6	12	1	231	27		8	4	8	2	21			70	1		2	2		1		6	4	13	1	3						21	328	
16	65	3	21	2	1	5	2	6		105	10		4	2	15		5			36	2			4				6	4	8		1						13	160	
17	12	1	4	1				1	1	20	7		1	1	6		2		1	18								–	2	1								3	41	
18	9		4			1	1	4		19	2				2	2	9			15				2				2										–	36	
19	1	3							1	5	1						1		1	3								–										–	8	
SUB.	579	47	161	21	18	39	39	84	37	1025	147	7	16	14	106	6	53	–	3	352	5	2	13	33	–	3	–	56	14	36	4	7	2	2	–	–	–	65	1499	
21	2	1	3	1						7	2		2		7	1	1			13	1							1										–	21	
22	3	1	3			2				9	3				2		2			7				1				1										–	17	
23	5		1	1		1		4		12	1				1		7			9								–										–	21	
24	1		1					1	1	4	3				1		4			8				1		1		2										–	14	
25	7	8	2		1	4	2		2	26	3	3			1	1	23			31		2		1			1	4										–	61	
29										–	1									1								–										–	1	
31	1									1				1			1			2				2				2										–	5	
32										–										–	2							2										–	2	
39										–										–								–									1	1	1	
41	2		1							3	1				3	1	8			13				4				4									1	1	21	
42	3									3	1				1		5			7				1				1										–	11	
43	2					1			1	4					1	1	6			8		1		2				3										–	15	
44	6								1	7							2			2	1			1				2		1								1	14	
49										–							1			1								–										–	1	
TOTAL	611	57	172	23	20	46	41	89	12	1101	162	10	18	15	123	10	113		3	454	9	5	13	46	–	4	1	78	14	37	4	7	2	2	–	–	2	69	1764	

DISTRACTION X COPE

GROUP LOFT

STAT. INSTANCES

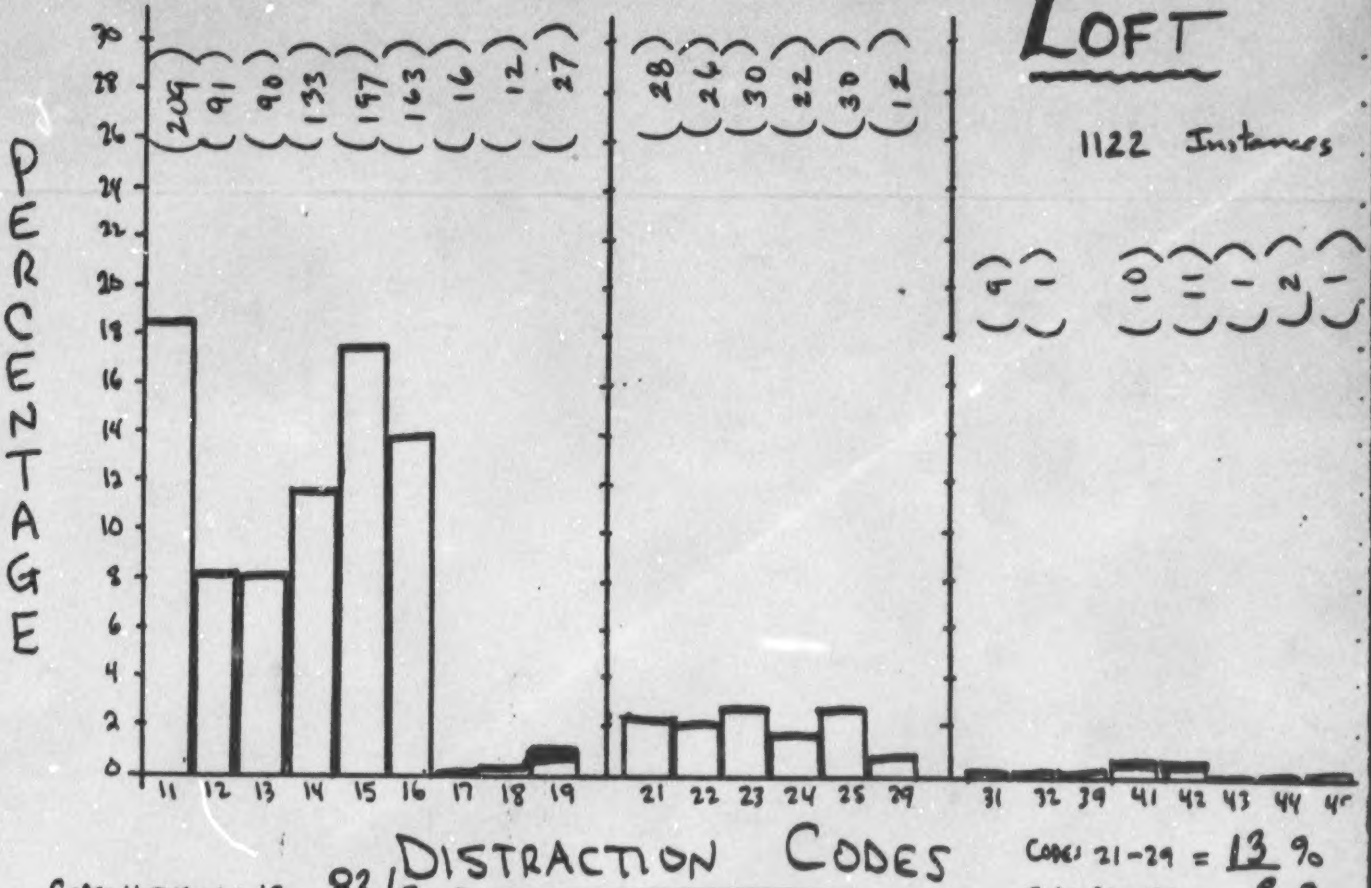
Cope / Dist	11	12	13	14	15	16	17	18	19	Sub	21	22	23	24	25	26	27	28	29	Sub	31	32	33	34	35	36	39	Sub	51	52	53	54	55	56	57	58	59	Sub	Grand Total	Comments
11	42	7	15	1	1	7	8	10	13	154	15		2		15		5			37					1			1	3	11	1	2						17	209	
12	32	1	5	1	1	6	4	20	6	76	2		1		2		1			6	1			1		1		3		5	1							6	91	
13	36		11	4					2	53	9		1		9		2			21	2							2	1	10	2	1						14	90	
14	43	2	10	9	8	3			4	79	17	2	1	4	9		2			35	1							1	2	9	7							18	133	
15	63	4	14	5	2	3	3	4	1	99	15	4	7	2	32	1	7			68	1	1						2	1	21	2	3					1	28	197	
16	48	3	11	3	1	17		1	3	87	19	2	5		31	1	8			66								-		8	2							10	163	
17	5		4			1	1			11	3									3								-		1	1							2	16	
18	1									1	1	1			1		6		1	10				1				1										-	12	
19	2	7	5					2	2	18	2				9					5	1							1		3								3	27	
SUB.	272	24	75	23	13	37	16	[illegible]	31	578	83	4	17	6	108	2	31	-	1	251	6	1	-	2	1	1	-	11	7	68	16	6	-	-	-	-	1	[illegible]	[illegible]	
21	2	1	2	1		1			2	9	6				13					19								-										-	28	
22	7					7			1	15	2	1			5					11								-										-	26	
23	2	1						11	1	15	3				2	1	8		1	15								-										-	30	
24	5					1	1		2	9	1	1			8		1			11							1	1		1								1	22	
25	[illegible]	[illegible]				4			2	15	1				1		5		1	11			3			1		4										-	30	
29		1							3	4					6		1		1	8								-										-	12	
31										-	3				6					9								-										-	9	
32										-	1									1								-										-	1	
39										-										-								-										-		
41							1		2	4	1				3		1			5								-		1								1	10	
42	2					2	1		2	7	1						3			4								-										-	11	
43										-					1					1								-											1	
44								1		1							1			1								-											2	
49									-	1	-									[illegible]																				
TOTAL												[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]				[illegible]		2		[illegible]		[illegible]	[illegible]											


DISTRACTION PROFILE S/C
PERCENTAGE
0
2
4
6
8
10
12
14
16
18
20
22
24
26
28
30
369
165
166
226
328
160
41
36
8
21
17
21
14
61
1
1701 Instances
5
2
1
21
1
15
14
1
11
12
13
14
15
16
17
18
19
21
22
23
24
25
29
31
32
39
41
42
43
44
4
DISTRACTION CODES
CODES 11 THROUGH 19 = 88 %
CODES 21-29 = 8 %
CODES 31-49 = 4 %

DISTRACTION PROFILE

LOFT

1122 Instances



CODES 11 THROUGH 19 = 83.6%

CODES 21-29 = 13 %

CODES 31-49 = 3 %

APPENDIX K

Summary of Evaluations

Inservice Education Department

SAN DIEGO CITY SCHOOLS
Continuing Education

SUMMARY OF EVALUATIONS
Coping With Classroom Distraction
Fall 1978

1. How adequately did this activity meet your needs?

Not at all	
Very Little	
Somewhat	1
Quite a bit	
Very Much	15

2. Please list any aspects of this activity that you feel were outstanding.

Instructor was outstanding! We worked very hard to compile our data, but it was fun. And, the results of our hours of doing computer cards were indeed interesting. I found out a lot about my teaching techniques - some that are great, and some that don't do the job at all!

The opportunity to observe another teacher and watch and look for her coping techniques - also having an opportunity to know the distractions in my own room from an outsider, I felt afterwards I really put forth a lot of energy.

The class was very interesting and informative. Materials were very helpful and well presented.

Made self more aware of distractions - that most of them are positive - not as much time spent coping as originally thought, for awareness.

Coding distractions and coping techniques visiting other classrooms and finding out that others have the same problems.

Several teachers from same school participating as a group...pay for services and/or credit.

Instructor did an excellent job organization was noteworthy.

3. Please list any aspects of this activity that you feel need to be improved or eliminated.

We all would have liked more time.

My only problem was leaving my own class to observe. The end result was most worthwhile.

Actual recording of/on computer cards.

Our 10-day on-our-own project.

A follow-up program at the end of the year.

Too bad the VTR was stolen! But it was very hard to record disturbances via film - easier in person.

4. What activities or classes would you like scheduled in the future?

I would like to participate in another class that involves input from me and where I can be paid.

Teachers are tired! Inservice during school hours is helpful, however I'm very reluctant to leave my kindergarteners to a stranger!

Orff music classes.

A follow-up class would be interesting.

This very class should be offered to all teachers. In fact, it is my opinion that administrators should definitely take this class. I feel it would open their eyes as to the very many distractions that we live with, accept, and go on.

Something related to room environment (physical).

cm
12/7/78

APPENDIX L

Critique of Training/Development Design

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

May 19, 1978

TO: San Diego IR&DT Team
J. Bennett, G. Behnke, C. Chase, J. Day, C. Lazar, D. Mittleholtz
cc: L. Courter, NAP, E. Perry, J. Hemphill, G. Griffin,
FWL Contracts Compliance

FROM:. William J. Tikunoff and Beatrice A. Ward

SUBJECT: Critique of Training Development Design

Your training/development design has been reviewed and critiqued by the National Advisory Panel; our NIE Program Monitor, Esther Perry; and the FWL IR&DT staff. This memo reports the critiques and recommendations that were received. It lists several questions to which you should respond before you begin any training activities but no later than June 30, 1978.

The review process that was used included mailing or hand-delivering your design to the reviewers. Each prepared a written critique and stated the criteria used in the critique (as they did with the research design). These were returned to us. We then reviewed each set of comments and compiled them into the summary statement that is presented here.

The reviewers all agreed that the design was well planned and made excellent use of your research findings and the "mini-inservice" you included in the research study. As you might expect, they also had a few questions. These are discussed below.

Question 1: Is the training feasible given time and money limitations?

The reviewers felt that the training required a lot of IR&DT team support as well as data reduction, etc. There was concern whether you could do all this and complete your data analyses and the report for your research study at the same time. For example, one reviewer commented:

- DEMANDING and EXPENSIVE; also requires an inordinantly complex back up/support system in the form of record keeping, data reduction/transformation and computer analysis. Given [this], the payoff is going to have to be unusually high--both to the individual teachers involved and to the District to justify the effort and costs (particularly if the training is to continue beyond this one time).

1855 FOLSOM STREET ~ SAN FRANCISCO, CALIFORNIA 94103 ~ (415) 565-3000

We suggest you give your plans some added thought and decide whether you are attempting more than is necessary. What you propose may be workable given the extra time and $ support but can it be continued? If not, what might be done to make the training fit within the district's staff development constraints assuming the present program continues (e.g., Jarvis-Gann does not pass)?

Question 2: Why were the qualitative data collection and analyses aspects of your research study omitted from the training?

The training utilizes your quantitative data collection techniques. It does not do the same with the descriptive (qualitative) data. Perhaps your "context of classrooms" questionnaire builds from this. Since none of us have seen this, we cannot make this assumption, however. As a result, the reviewers asked questions such as:

- You must have made the decision not to have participants be trained to collect qualitative, ethnographic data--why?

We, therefore, are asking that you consider including the qualitative aspects of your research or provide a rationale for why they are omitted.

Question 3: Do you expect the participants to change their behavior in just 10 sessions over 5 weeks?

There were a number of concerns raised relative to this question. The following comments give you a flavor of them:

- I was concerned that there was a "built in" commitment to change regardless. Some teachers may find that there is little to change or that indeed they are coping about as well as can be expected with their situations and their present knowledge. P. 12, item 6 considers this point. [But is the IR&DT team willing to accept no change?]

- The weakest part of the design is in the area of strategies for change. This is essentially left up to the participant. The logic seems to be that if you know what you want to change, then change will necessarily follow. I'm not sure change is so easy. Indeed most studies indicate that proposing change is considerably easier than accomplishing change. It might be necessary to give some attention in the sessions to the process of changing and to the alternate plans of action for changing rather than leaving all of this to the "context" questionnaire and the "commitment" plan. At present the design seems to underestimate the complexity of changing behavior patterns that have evolved in a setting. It takes more than simply wanting to.

This latter comment points out an area that we suggest you give serious consideration. Based on your experience with the research study, we think you will agree that more attention to helping participants design plans and strategies for practicing and implementing the desired changes is needed.

143

In responding to this question, let us know what, if any, activities of this nature will be included in the training. If you decide to leave the training as it is--omitting these new activities--you should give careful thought to your expected outcomes and most likely eliminate any hopes for changes in the ways the participants behave in their classrooms.

In this same regard, the following comment points out factors that make change so difficult:

- On p. 3, #3, it may be important to allow some weighting for classroom (or building) constraints beyond the teachers' control. They will not all enter with the same magnitude of problem with distraction. Perhaps the team could get some idea of the constraints under which some classroom teachers have to operate (i.e., classroom furniture that is not flexible enough to move and promotes built-in distraction, principals who are "bell-happy,"...etc). Some teachers will simply have tougher problems to solve and may need help in generating creative solutions.

Question 4: How will participants be selected?

Given the following comment, your response to this question needs careful consideration:

- The plan seems to assume fairly high levels of intelligence, psychological strength, and motivation on the part of the 18 participants. I'm not sure how participants will be selected, but this area may present a problem in individual cases. Some may find it difficult to learn the observation techniques and some provision for individual help may be necessary.

Other Suggestions and Comments

In addition to the above major questions, the reviewers commented regarding other items. You may find these comments helpful as you do further planning and preparation for the training.

1. It struck me that Session II might be a bit crowded. The two brainstorming sessions, the "context" questionnaire, introduction of the observation form, and planning for the dramatized sequences may take more time and endurance than anticipated.

2. Initially I had some question about how the training design embodied the interaction R&D process (as stated on p. ii). A second, more careful reading of Session II and III clarified this aspect. Also, the use of a "buddy" system for observations maintains the interactive mode. [But, does the training, in fact, incorporate an interactive experience for the trainees?]

3. On p. 10 you suggest some expected payoffs for participants and your district. How about for you? You have obviously learned a great deal from your involvement and experience individually and as a team. [Perhaps you should note these things as added payoff from the training.]

4. The recommendation...that the IR&DT teachers go to other schools to observe is an excellent one.

5. P. 1, the statement of objectives could be sharpened/strengthened, e.g., in the first, strike "awareness and"; in the third, strike "and become sensitive to" and "many."

6. Pp. 6 and 7, the relationship between the statements at the top of these pages and the activities listed is not immediately clear... I think it would help if observation activities were labeled clearly as AM activities and the training activities were listed as PM activities. It would also help to add "each day" at the end of items 1 and 2 on p. 6, if that, in fact, is the case.

Now for some "ego-builders." The following comments are exemplary:

- Unusually well worked out.
- This is a well planned training design...My suggestion is that the NAP get out of the way and let the San Diego team get on with it!
- You have done a superb job...My wish would be to learn and participate with you.
- I found it a very carefully and thoroughly designed plan...I was struck by the extent to which the present design parallels the models developed in the area of "clinical supervision" (e.g., in the work of Goldhammer and Cogan). Yet, in this instance, the teacher is a more active, self-directed participant, rather than simply a client or recipient of an "expert" service. This is an important and valuable difference.

Summary

Based on the above, prior to the initiation of any training activities but no later than June 30, 1978, you are to prepare and submit a response to the four questions.

As you proceed, we are available to provide whatever technical assistance you request.

Good luck!

P.S. How is Janice's knee doing? Does Cindy have the ECE program in shape yet? Has Charlotte written her statement for the Aspen meeting? HOW IS DATA ANALYSIS GOING?